1 WRITING

Contrast links

1 Choose the two correct contrast links in italics in each sentence.

1 30 years ago almost everyone lived in the countryside *whereas / even though / while* nowadays most people live in cities.
2 *Whereas / Although / However* the poorest 10% have become poorer, the richest 1% are now even richer.
3 *In spite of / Despite the fact that / Even though* aid has increased, famine still exists.
4 A generation ago most doctors were male. *In contrast / While / However*, today the majority are female.
5 *Contrary to / Whereas / In spite of* what many people think, discrimination is still common.
6 By law all children must attend school. *Nevertheless / Despite this / Although*, many still work in the fields.
7 *In spite of the fact that / In contrast / Though* the war is over, the border region is still dangerous.
8 The south of the country is flooded. *Conversely / Contrary to / On the other hand*, the north is suffering from drought.

2 Complete the second sentence so that it means the same as the first sentence.

1 Many ordinary criminals have been released, though political prisoners remain in jail.
Whereas .....

2 Health care has improved, but it is still not up to international standards.
Even .....

3 Although unemployment has fallen, the number of homeless people has risen.
In spite .....

4 Though the workers' income is increasing, their quality of life is going down.
On the one hand .....

5 That country produces a lot of food, but ordinary people have little to eat.
Despite the fact .....

6 Some people say that we spend enough on overseas aid, but this isn't true.
Contrary.....

7 In spite of the rise in fruit prices, farmers are getting paid less.
Although .....

8 The Government bans all opposition but claims the country is a democracy.
The Government claims the country is a democracy. Conversely,
.....

3 What issue do the pictures illustrate? Write sentences using expressions from Exercise 1.

Part 1: essay

W Page 99

4 Look at the exam task instructions and the notes with it on page 15. Answer these questions.

1 What do you have to write about, and for whom?
2 Which aspects of the topic must you write about?
3 What can you include if you want to? What shouldn't you do with these?

Quick steps to writing a Part 1 essay

- Read all the instructions and the notes, underlining the key words.
- Think of as many relevant ideas as you can.
- Decide how many paragraphs you will need and put your ideas under headings, including those from the printed notes. Choose which of the three opinions to use.

Exam task

Write your answer in **220–260** words in an appropriate style.

You have listened to a discussion on how people in richer countries can be made more aware of poverty in other parts of the world. You have made the notes below:

Ways of raising awareness of poverty as a global issue.

- education
- campaigns by charities
- increased media coverage

Some opinions expressed in the discussion:

"Schools should teach every child the terrible effects of poverty."

"We should support charities that expose the awful reality of poverty."

"People would be shocked if they saw real poverty on TV every evening."

Write an essay for your tutor discussing **two** of the approaches in your notes. You should **explain which approach you think would be more effective, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

5 Read the model essay in the next column and answer these questions.

1 In which paragraph does the writer introduce the topic?
2 Which two of the notes does she use? In which paragraphs?
3 Which of the opinions expressed does she include, and where?
4 Which approach does she prefer? Where does she state this? What reasons does she give?
5 Is her essay the right length? Is it fairly formal or quite informal in style?
6 Which contrast links does she use?

Exam tip

Use a variety of contrast links to connect points in your essay.

There exists today an ever-widening wealth gap between different parts of the world, with an increasing number of people living in extreme poverty. Urgent measures are needed, and the first step must surely be to raise awareness in richer countries of just how desperate the situation is. To achieve this, there would appear to be two possible approaches.

Firstly, the media could cover world poverty much more frequently and in far greater depth. Currently, television rarely focuses on this human tragedy, despite the awful conditions in which hundreds of millions of people spend their entire lives. Regular in-depth reports, however, would surely bring it home to viewers that this appalling situation never goes away, leading to greater pressure on governments to take steps such as increasing overseas aid.

Schools could also have an important role to play. Although it is essential that pupils are taught about the social problems of their own country, attention should also be paid to the difficulties of those, especially children, in poorer nations. Students need to learn why such terrible living conditions exist, both by studying the history of those countries and by looking at the political, economic and social factors that make poverty so difficult to eliminate.

Nevertheless, relying on the education system would take many years to bring results, whereas change is needed right now. It should also involve the whole population, not just young people. Only the media can have this immediate impact, and nowadays it is only the media that almost everyone pays attention to.

6 You are going to write your own essay. To help you get ideas, discuss these questions and make notes.

1 Which are the worst examples of poverty that you know about?
2 Which had most impact on you: reading or hearing about them, or seeing images?
3 Which do you think influence people's feelings about global issues most: schools and universities, charities, or the media? Why?

7 Look at the third Quick step and plan your essay. Here is one possible paragraph plan:

1 Introduction: the topic
2 Charities: direct experience, tell the truth, opinion 1
3 Education: scarce resources, contrast rich/poor, opinion 2
4 Conclusion: charities more effective + reasons

8 Write your **essay** in **220–260** words in an appropriate style. When you have finished, check it for the following:

- correct length
- coverage of all the necessary points
- good organisation into well-linked paragraphs
- a wide range of structures and vocabulary
- correct grammar, spelling and punctuation
- appropriate style of language
- positive effect on the reader.

WB

Writing

Part 1 Exam task: essay

Contrast links

1 Use the expressions in the box to complete the sentences.

despite	in contrast	in spite of the fact that	nevertheless

1 Many young people are well qualified. ..... this, unemployment rates remain high.
2 Salaries and employment levels remain high for those over fifty. ..... unemployment rates for those under twenty are incredibly high.
3 ..... many people work, the cost of living continues to rise and poverty levels increase.
4 Living standards have been rising for decades. ..... many still face challenging economic times.

2 Look at this exam task and answer these questions.

1 How many ways of dealing with the problem should you discuss?
2 Do you have to use the opinions from the discussion?

Your class has attended a panel discussion on the problem of youth unemployment and possible solutions to the problem. You have made the notes below.

Ways of dealing with the problem
- Retirement
- Education
- Skills

Some opinions expressed in the discussion:
"Young people should study practical subjects."
"People should retire earlier."
"All young people should have to get some qualifications."

Write an essay for your tutor discussing **two** of the ideas in your notes. You should **explain which approach you think would be more effective, giving reasons** to support your opinion.
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

3 Use the contrast links in the box to complete the essay on the right.

However	Although	Despite	Nevertheless

Unemployment in many countries is at record levels; in particular, youth unemployment is almost out of control. It could even be argued that we are in danger of having a lost generation if urgent action is not taken. **(1)** ....., should effective policies be implemented, the consequences of this potential disaster could be minimised.

The first approach that could be taken is to raise the level of compulsory education. **(2)** ..... this approach might cause financial problems for governments, this would probably cost no more than unemployment benefits. Raising academic standards and the level of skills training will enable the country as a whole to benefit from an improved range of skills.

Secondly, not only should education levels be raised for all, but the introduction of more relevant, practical and useful skills would also be beneficial for the country. Arguably, a significant proportion of today's youth have qualifications and skills that are held by too many people. **(3)** ..... many young people gaining high level qualifications, the lack of diversification means that they are still faced with an uncertain career path as many of their skills are not those most in demand.

Reform of the education system would be costly and it is perhaps questionable whether the minimum level for all will address the issue. **(4)** ..... raising awareness of the skills and qualifications our country is in desperate need of, would go some way to addressing the problem.

4 Now read this exam task and write an essay in **220–260** words in an appropriate style.

Your class has attended a panel discussion on the problem of long term unemployment among people over 50 and possible solutions to the problem. You have made the notes below.

Ways of dealing with the problem
- Retraining
- Early retirement
- Job sharing

Some opinions expressed in the discussion:
"The retirement age should be 55."
"It's more important for young people to have jobs."
"Job sharing should be encouraged."

Write an essay for your tutor discussing **two** of the ideas in your notes. You should **explain which way of dealing with the problem you think would be more effective, giving reasons** to support your opinion.
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

4 Model essay Unit 1 / WB

When an economy is doing badly, it is not unusual for businesses to make older employees redundant. People in their fifties and older are often more seriously affected by unemployment than younger colleagues, because they are less likely to find jobs they are qualified to do with an acceptable level of pay. Frequently, this leads to long-term unemployment among people in this age group. I will now suggest two possible solutions to this problem.

It has been suggested that older unemployed people might share jobs. This arrangement would benefit two unemployed people, but the disadvantage would be that neither would earn the same amount of money as in their previous employment. This, in turn would have a negative impact on their family's standard of living. On the plus side, job-sharing would allow people some free time to pursue other interests, or even to retrain.

This brings me to my second solution to the problem of older unemployed workers: retraining. One of the reasons that it is difficult for this group to find work is that they may not have the skills required by modern organisations. They might be equipped to do basic manual work, but a retraining programme would provide them with skills which would be more attractive to potential employers.

Of these two possible solutions to the problem of long-term unemployment among the over-fifties, I would suggest that retraining would be more likely to help these people back into work because, like everyone else, the over-fifties want to maintain their standard of living and do satisfying work.

1 SPEAKING

Frequently confused words

1 Choose the correct alternative in these exam candidates' sentences. Use your dictionary where necessary.

1 People are not *sensible / sensitive* enough to the problem of pollution.
2 He was *brought up / grown up* in Tunisia by a Sicilian mother.
3 This restaurant, as its name *infers / implies*, specialises in unusual dishes.
4 My income has *raised / risen* very little in the last four years.
5 I had to *assist / attend* an interview before the company offered me a job.
6 A bicycle is the most *economic / economical,* the cheapest and the easiest to park.
7 I *lied / lay* down on the couch and cried.
8 When I moved to my own apartment, I seized the *occasion / opportunity* to get rid of all those ugly objects.

Part 1 Page 107

2 In pairs, decide whether these statements about Part 1 are True or False. Check your answers in the Speaking guide on page 107.

1 Part 1 usually lasts about two minutes.
2 There will be two examiners, but only one of them will ask you questions.
3 You have a conversation with the other candidate.
4 You must use formal language and call the examiner 'Madam' or 'Sir'.
5 You can learn your answers by heart and give a prepared speech.
6 You can invent information about yourself if it makes it easier for you to answer.

3 Look at these possible Part 1 questions. Which verb tenses would you mainly use to reply to each?

1 Where are you from?
2 What do you do here/there?
3 What do you think you'll be doing in five years' time?
4 How important do you think it is to speak more than one language?
5 What do you most enjoy about learning English?
6 Do you prefer to get the news from television, newspapers or the Internet?
7 What would you do if you suddenly became very rich?

4 1.03 Listen to Cristina and Markus practising Part 1. Which of 1–5 below do you think describe each student's speaking? Write Yes (Y), No (N), or Possibly (P) in each box.

		Cristina	Markus
1	clear pronunciation, good use of stress and intonation	☐	☐
2	wide range of vocabulary, appropriate choice of words	☐	☐
3	links speech well, with little hesitation	☐	☐
4	generally correct grammar, wide range of structures	☐	☐
5	good communication skills	☐	☐

5 1.04 Listen again and improve Markus's answers. Use your own ideas and some of these expressions:

- Well, as a matter of fact I …
- That's not an easy question to answer, but …
- I've never really thought about it before, but …
- Yes, I do/have actually. In fact, …
- No, I'm afraid I don't/haven't. But one day I'd like to …
- I haven't made my mind up yet, but I might …

Quick steps to Speaking Part 1

- Ask the examiner to repeat a question if necessary.
- Reply with full answers, not just 'yes', 'no' or 'maybe'.
- Use the right verb tense if asked about your past experiences or future plans.

6 Work in groups of three: one 'examiner' and two 'candidates'. The examiner asks each candidate questions from Exercise 3. Afterwards the examiner uses points 1–5 in Exercise 4 to comment on their performance, possibly suggesting improvements.

Exam tip ›

Remember that one aim of Speaking Part 1 is to help you relax by getting you to talk about yourself.

2 WRITING

Part 2: report

Page 103

1 Complete the underlined expressions with the words in the box.

aims balance consider course outlines purpose recommend recommendation recommending short solution sum

1 To ..... up, immediate action is required.
2 My ..... is that visitors should always book ahead.
3 One possible ..... would be to impose strict parking regulations.
4 The ..... of this report is to assess the town's sports facilities.
5 On ..... , our overall reaction to the proposals is positive.
6 This report ..... the range of job opportunities available.
7 I strongly ..... that further research be carried out.
8 In ..... we thoroughly enjoyed our stay at the resort.
9 The organisers should ..... improving facilities for the disabled.
10 The best ..... of action would be to lower the admission fees.
11 This report ..... to provide an overview of the current situation.
12 I have no hesitation in ..... this superb historic site to travellers.

2 Put the underlined expressions from Exercise 1 into the correct columns (more than one answer might be possible). Which of these expressions are quite formal?

Introduction	Recommendations and suggestions	Conclusion
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

3 What situations are shown in these pictures? For each one, write a recommendation and a suggestion using expressions from the table above.

4 Answer these questions about the exam task.

1 What must you write about?
2 Who are you writing for and why do they want a report?
3 What points must you include?

Exam task

In your English class, you have been discussing festivals around the world. Your tutor has asked you to write a report on a popular festival in your country that may interest other students. Your report should:

- describe the event, saying where and when it takes place
- say how popular it is and why
- outline some changes you think should be made.

Write your **report** in **220–260** words in an appropriate style.

5 Quickly read the model report opposite and match headings A–D below with with paragraphs 1–4. Then answer the questions.

A Finding out about chocolate
B Recommendations
C Introduction
D The artistic applications of chocolate

1 Does the writer have a generally positive attitude to the festival?
2 Is it written in an appropriate style?

1

2

3

1 .....

The aim of this report is to provide information on the ChocolArt festival, held each December in the picturesque university town of Tübingen in south-west Germany.

2 .....

As the name implies, this festival is about chocolate as art, with the world's greatest chocolate makers all competing to produce the most impressive creations. There are also fascinating exhibitions of chocolate sculptures, examples of products from around the world and, in the evenings, projections on the walls of the town centre buildings. Shop windows display chocolate fountains, and there is even a chocolate theatre.

3 .....

Attracting over 200,000 visitors annually, the festival has something to appeal to all age groups. For adults there are chocolate-making lessons, while children can visits chocolate workshops and sample such delights as edible smartphones. There are also opportunities to learn about the people who produce the ingredients of chocolate, and how the policy of Fairtrade can make a real difference to their lives. This is often of particular interest to local students.

4 .....

In conclusion, this is an informative and hugely enjoyable festival that leaves a pleasant taste in the mouth. I noticed, however, that rather fewer stalls gave free samples than in previous years and consequently, I would recommend the organisers encourage stallholders to be a little more generous in future. I would also suggest they consider changing the dates from chilly December to a warmer month – even if some of that delicious chocolate might melt.

6 Read the model report again and answer these questions.

1 What expressions does the writer use to
a) state the purpose of the report?
b) make comparisons?
c) conclude the report?
d) make a recommendation and a suggestion?
2 Find one participle clause in the first paragraph and another in the third paragraph.
3 Which expressions indicate the writer's attitude to the festival?

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You work for an agency that promotes your country's tourist industry abroad. Your manager has asked you to write a report on an interesting, lesser-known sight in your country. Your report should describe the place or building, explain its significance to your country, and suggest ways it could become better-known internationally.

Write your **report** in **220–260** words in an appropriate style.

Quick steps to writing a Part 2 report

- Note down any facts you know about the topic, plus any personal experiences you could mention.
- Decide how many paragraphs you need, and whether to use headings.
- In the first paragraph, state the purpose of your report.
- Present your ideas in a logical sequence and in a fairly formal style.
- End with a suitable conclusion, making recommendations and/or suggestions.

8 Discuss these questions in small groups.

1 Which are the most interesting lesser-known sights in your country?
2 What facts do you know about them?
3 If you have visited them, what are your most vivid memories?
4 How could those places attract more visitors from abroad?

9 Choose one of the sights you discussed in Exercise 8. Then look at the Quick steps and plan your report.

Exam tip ›

Think of a good title that will indicate to readers the content of your report and encourage them to read it.

10 Write your report. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

10 Model answer / Mark 2 | SB

The caves near the coast

Introduction

This report looks at the magnificent Nerja caves in southern Spain. Located in the foothills of the impressive Almijara mountain range, the caves were discovered completely by chance about 50 years ago when a group of boys were out exploring.

Ready for visitors

Since then further parts of the cave system have been opened, steps cut into the rock and lighting installed in order that visitors can see the spectacular geological features there. These include vast caverns and what is said to be the world's biggest limestone column.

Part of Spain's history and culture

In Spain the caves are now officially listed as a historic site. There is a section, currently closed to the public, containing wall paintings that are many thousands of years old, and these have immense historical significance. In addition, one of the caverns is so big that it is used for the Festival of Music and Dance, featuring famous Spanish opera singers, classical musicians and dancers.

Conclusion

In short, the Nerja caves are one of this country's greatest attractions, and it is a pity that so few of the millions of tourists who come to the Spanish coast ever visit them. The best course of action, I believe, would be to advertise the caves more widely in other countries, and I would also recommend launching a publicity campaign in tourist areas. In the summer months, this could inform people that even when the temperature is 40 degrees, the air inside the caves is always cool and fresh.

WB

Writing

Part 2 Exam task: report

1 Correct any errors you can see in these sentences.

1 To summing up, what we must do is encourage the next generation to do sports.

2 It also includes recommendation for improvements to help the department operate efficiently.

3 Despite the problems I outlines, I enjoyed attending this conference.

4 Shortly, everything's organised for you.

5 In order to considering appointing someone as my assistant, you have asked me to write this report outlining my needs.

6 The purpose of this report is suggesting the most suitable catering company.

7 All the above considered, I believe that my proposal meets your requirements.

8 I'd like to suggest you some improvements to the week's programme.

2 Read the exam task below and answer these questions.

1 What must you write about?
2 Who are you writing for and why do they want a report?
3 What points must you include?

In your Geography class, you have been discussing the impact of tourism. Your tutor has asked you to write a report on a tourist region in your country.
Your report should describe the place and say why it is popular, say what impact tourism has had on the region, and suggest changes that would improve the region.

Write your **report**.

3 Quickly read the model report, Tourism in Cancun, and answer the questions.

1 Is the report organised into clear sections?
2 Is it written in an appropriate style?
3 What suggestions has the writer made?

Tourism in Cancun

The aim of this report is to provide information on the impact of the tourist industry on Cancun, a city located on the eastern coast of Mexico.

Tourists are attracted to Cancun for many reasons: its white sandy beaches, its bright blue waters, and its lagoon where many native species live. It has always been recognised as a beautiful place. It was known to the ancient Mayan tribes but when the government decided to develop the region in the 1970s, it expanded at an incredibly rapid rate. Its tropical climate varies very little from season to season and this means that visitor numbers are high throughout the year.

With regard to the impact tourism has had on this coastal city, the population, which numbered only a handful when construction began, has increased dramatically and the resort's rapid growth as a tourist destination has had negative environmental consequences. Parts of the lagoon have been destroyed or contaminated by the construction of a major highway system. A nearby rainforest has shrunk in size and the building of many hotels and restaurants has severely affected the natural habitats of local wildlife.

While it is true that Cancun is a prosperous tourist resort which provides employment for thousands of people, the impact its development has had on the environment is undeniable. For this reason, I would suggest that the government takes measures to reverse some of the damage that has been done. I would also suggest that businesses are encouraged to introduce more environmentally friendly practices.

4 Find sentences in paragraphs two and three which give the following information:

- The historical background
- The effect on the original town
- The reason for its popularity
- Specific examples of the impact

5 Write your own report in answer to the same exam task. Choose a tourist destination in your country that you know about. Write **220–260** words in an appropriate style.

2 SPEAKING

Making comparisons

1 Rewrite these sentences about customs and traditions so that the second sentence means the same as the first.

1 The British drink just as much tea as they did in the past.

The British don't drink .....

2 They carry umbrellas because rain is a lot more frequent there.

They carry umbrellas because it rains .....

3 The USA has slightly fewer public holidays than some other countries.

The USA doesn't have .....

4 Having a lot of brothers and sisters isn't nearly as common as it used to be.

Having a lot of brothers and sisters is .....

5 Years ago, people were far more likely to marry young than they are today.

Today, people are not .....

6 Diwali is a great deal more widely celebrated internationally than it was.

20 years ago, Diwali was nowhere .....

7 Some think April Fool's Day is twice as much fun as St Valentine's Day.

Some think St Valentine's Day .....

2 Tell your partner about customs and traditions in your country. Use comparative forms from Exercise 1 to describe changes and make comparisons with other countries.

Part 2 S Page 108

Quick steps to Speaking Part 2
- Listen to the instructions and choose two of the photos to discuss.
- If you don't know a word paraphrase it, e.g. *The blue object next to …*
- Do all the task: compare the photos **and** answer the questions.

3 1.06 Read the exam task instructions. Then listen to Luisa and Emilia talking about two of the pictures and answer these questions.

1 Which photos does Luisa decide to compare?
2 Does she do both parts of the task?
3 How does Emilia answer her question?

4 1.06 Listen again. Which of the comparative structures in Exercise 1 do Luisa and Emilia use?

5 Work in pairs and do the exam task using pictures 1 and 3. Then change roles and do the task using pictures 2 and 3.

Exam task

Each of you will be given three pictures. You have to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people with presents in different situations. Compare two of the pictures, and say what significance the presents might have for the people, and how they might be feeling.

Candidate B, who do you think has given the most thought to their choice of present?

What significance might the presents have for these people? How might they be feeling?

Exam tip

Remember that the questions the examiner asks you are also written above the photos.

3 WRITING

SB

Register

1 Read texts A, B and C and answer the questions.

1 Which text is written in a formal style? Which is informal? Which is neutral, i.e. neither particularly formal nor informal?
2 Which of the following are used in each text?

a) phrasal verbs b) long/less common words
c) exclamation marks d) passive verb forms
e) impersonal expressions
f) conversational expressions
g) abbreviations h) very short sentences
i) contracted forms j) formal linking expressions

A
Sorry not to get back to you sooner. I've had a lot on, what with the new job and stuff like that. But we're in luck – I've just found out I've got the whole of next week off! So tell you what: let's get together Monday pm. Let me know asap if that's OK with you.

B
I am sorry it has taken me so long to reply to you, but I have been very busy because of my new job, among other things. Luckily, though, it seems I don't have to work next week, so perhaps we could we meet up after lunch on Monday? Please let me know as soon as you can if that would suit you.

C
I would like to express my apologies for the delay in replying to you. I have been extremely occupied on account of my new position, in addition to other matters. Fortunately, however, it has been announced that the office will be closed next week, which therefore means that I would able to meet you on Monday afternoon. I would be grateful if you could inform me as soon as possible whether that is convenient for you.

2 Replace the formal expressions in these grammatically correct sentences written by exam candidates with more neutral or informal words or phrases. Where might you see each of the formal expressions?

1 I was one of the persons in charge of the fund-raising.
2 I regret you couldn't come with us to the seaside. I missed you.
3 They'll give you training for the tasks you have to execute.
4 In my opinion it's better to awaken early, in time for breakfast.
5 I'll be waiting at the station, thus you'll be able to see me.
6 Nowadays, most families consume their dinner while watching TV.

Part 2: letter

W Page 101

3 Look at the exam task and answer these questions.

1 Is the letter extract formal, neutral or informal in style? Give examples.
2 Which sentence in the extract requires you to:
a) ask for advice? c) report a conversation?
b) describe events? d) give reasons?

Exam task

You are having problems with one of your flatmates and recently you mentioned it to your English-speaking penfriend. Here is part of a letter your penfriend sent you.

So what exactly has your flatmate been doing – or not doing? Have you tried speaking to them? Why do you think they're behaving like that? I've got lots of experience of flat sharing, so is there anything I could give you a few tips on?

Write your **letter** in **220–260** words.

4 Quickly read the model letter on page 31. In which part of the letter does the writer do each of the following?

a) ask the reader for advice
b) give a reason for not replying quickly
c) report what was said
d) apologise for not replying quickly
e) ask the reader to reply quickly
f) describe the main events
g) thank the reader for their letter
h) answer the reader's question 'why'

5 How does the letter begin and end? How else can you begin and end informal letters and emails? Do these phrases go on a separate line or not?

6 Read the model letter again. Answer these questions.

1 What name does Lee give his penfriend?
2 What examples are there of a) informal language? b) neutral language?
3 Which reported speech forms does the writer use?
4 Find phrases in Lee's email that mean:

a) it's certainly not true b) as well as all the other bad things c) very late at night d) talked to someone for a short time e) so far f) not make much difference g) not wanted as a friend

Dear Ashley,

Thanks for your message – it's great to hear from you. And sorry not to get back to you until now, but I've been having a quiet weekend: out in the countryside!

Unfortunately, it's not been so relaxing at home. Far from it. Ever since he moved in, our new flatmate Charlie has refused to tidy up, left both the kitchen and the bathroom in a terrible state, and – to cap it all – has been keeping me awake until all hours with some of the worst music I've ever heard.

So the other week Jamie (my other flatmate) and I had a word with him. Charlie admitted he'd done almost no housework, said he was sorry and explained he hadn't actually flat-shared before. He promised he'd make more of an effort in future, though as yet our chat seems to have had little effect.

I got the impression he's a bit down. He clearly didn't want to talk about it, but I wouldn't be surprised if he's missing his family, both to talk to and to tidy up after him! I also wonder whether he's feeling slightly left out – Jamie and I get on really well, and three's rarely the ideal number.

So what I'd like to ask, firstly, is whether you think there might be something else that's bothering him, and also how we can make him see we want to be friends with him. And finally, how do you suggest we get him to turn the music down?

Hope to hear from you soon.

Best wishes
Lee

Quick steps to writing a Part 2 letter

- Carefully read the task and any text you are given.
- Decide who you are going to write to, why, and whether to use a formal, neutral or informal style.
- Note down points to include and put them under headings.
- Write your letter using a suitable paragraph layout, with the opening and closing on separate lines.

7 You are going to write your own letter. Look at this exam task and answer the questions.

1 Will your friend be with you? How does that affect the content?
2 Should you write in a formal, neutral or an informal style?
3 What points must you include?

Exam task

This is part of a letter you have received from an English-speaking friend.

Guess what! I'm spending next summer in your country, though sadly not in your town. I'm sure I'll enjoy my visit even though I don't speak the language very well – and I'm a bit shy, too. But I really want to make new friends, so please tell me: what are the best ways to meet people there, and why?

Write your **letter** in **220–260** words.

8 Get ideas for your letter by using these prompts.

1 How old is your penfriend? Where will they be staying?
2 How could they be more confident speaking your language?
3 Why shouldn't they feel shy in your country?
4 Which of these would be good ways for them to meet people?
   - doing lessons at a language school
   - taking part in cultural or sports activities
   - exchanging language conversation
   - checking out websites for making friends
   - going to places where people of the same age hang out
5 For each of the points you chose in 4, note down at least one reason.

9 Plan your letter. You may want to organise your text like this:

Friendly greeting
Paragraph 1: thank the other person for writing
Paragraph 2: encourage them to speak your language and say why they needn't be shy.
Paragraph 3: ways of meeting people 1 with reasons
Paragraph 4: ways of meeting people 2 with reasons
Request a reply
Friendly close

10 Write your letter. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip

Don't copy the input material – use your own words.

10 Model answer / Unit 3 | SB

Dear Thomas,

Thanks for your letter. I'm glad to hear all's well, and that you're looking forward to your stay here. It'll be hot, so bring plenty of factor 50 sunscreen!

But please don't worry about your Italian. You certainly speak it well enough to chat with people, and I'm sure you'll become even more fluent after you've been here couple of weeks. It doesn't matter if you make a few grammar mistakes – that's all part of learning, isn't it? You'll find that people here are really friendly. They love talking and it's easy to get into conversation wherever you are. In fact, it's the best place in the world to get over any shyness!

That means you can make new friends in places like cafés, and even on the bus or train. Like anywhere, though, it's easier if you have a common interest, so perhaps you could join a club in the town where you're staying. For instance, I know you're crazy about mountain biking, just as many young Italian people are – so why not find a local cycling club on the Internet and contact them?

Also, you could check out the online ads for language exchanges: you spend half the time talking in your language and half in the other person's language. Of course, lots of people here want to learn English, and you want to practise your Italian – so it'd be ideal. It's also a fantastic way of getting to know people!
Write back when you can.

All the best,

Alessandro

WB

Writing

Part 2 Exam task: letter

Register

1 The underlined words and phrases in these sentences written by exam candidates are too formal. Replace these words and phrases with more informal alternatives. (More than one answer may be possible.)

1 I think these are very rational persons who want to give everything a meaning.
2 I work all day and thus cannot spend much time with my children.
3 I am going to participate in a competition.
4 Moreover, they find the staff very unfriendly.
5 Citizens are overwhelmed by large quantities of information.
6 We shall meet at 3.30. Is that OK?

2 Look at this exam task and answer these questions.

1 Why has the friend written to "you"?
2 What is the main subject of the letter that "you" have to write?
3 What does the friend offer to do?

You are having problems at work with your boss and you mentioned this in a recent letter to an English-speaking friend. Here is part of your friend's reply.

So what exactly has your boss been doing? How does she treat the other staff? Why do you think she is so hard on you? Is there anything I can do to help?

Write your **letter**.

3 Read the model letter below ignoring the sections in italics for the moment. In which paragraph/s does the writer ...

1 describe the main issue?
2 apologise for the tone of the last letter?
3 answer the how question?
4 ask the reader for advice?
5 try to explain the boss's behaviour?

Dear Ruby,

Thanks for your letter – it's really good to hear from you. (1) *Please accept my apologies / I'm sorry* for complaining so much in the last letter but this situation has really (2) *got me down / depressed me*.

(3) *Basically / Fundamentally*, my manager has been making life very difficult for me. Ever since our (4) *disagreement / row* last week, she has been treating me differently. She always gives me the worst jobs, and is really strict about my timekeeping.

Some of the others take much longer breaks than they (5) *are supposed to / are entitled to*, but if I go over by just a couple of minutes she insists on having (6) *a discussion / a word* with me. Not only does she give the others longer breaks and easier jobs, she's always praising them and (7) *criticising me / putting me down*. She's negative about everything I do, and (8) *reprimands me / tells me off* me in front of my (9) *workmates / colleagues*. (10) *I dread / I am fearful of* going to work every day.

As I said, I get the (11) *feeling / impression* she is like this with me because of our recent argument, but I also think she has personal issues. She's quite ageist and I think it's even worse because I'm young. It's like I'm her child!

So what did your boss do? Was it similar? Any advice you've got would be great. I really don't know how to (12) *improve the situation / make things better*. If it wasn't for her, it would be a great place to work.

Hope to hear from you soon.

Best wishes

Paula

4 Read the letter again and choose the appropriate words and phrases in italics. Remember this is an informal letter to a friend.

5 Now read this exam task and write your letter in an appropriate style in **220–260** words.

For various reasons, you are finding it difficult at the moment to concentrate on your studies. You mentioned this in a recent letter to an English-speaking friend. Here is part of your friend's reply.

So what exactly is the problem? Are you having second thoughts about the subjects you have chosen, or are there other, perhaps more interesting things on your mind?

Write your **letter**.

5 Model answer Unit 3 / WB

Dear Penny,

Thanks for your letter – it's really good to hear from you, and thanks for asking about my studies.

You suggest that I may be wondering whether the subjects I've opted to take are the right ones. When I chose these subjects about this time last year, I was really interested in history and thought it was something I was pretty good at. Unfortunately, my last history exam results were disappointing and, as a result, I've lost a bit of confidence and some of the interest I had in history. The other subjects, economics and politics are fine – I'm really enjoying them. I can drop history at the end of this year, but I've got to pass an end of year test and revising for that is what's difficult at the moment. I think when you've decided to drop a subject, remaining interested is quite difficult.

As for your suggestion that I may have more interesting things on my mind, you're absolutely right. The main thing is that I've finally got a social life. The last two years have been really hard work for me, but now I'm relaxing a bit and I'm spending quite a lot of time hanging out with my friends. Of course, this makes studying more difficult. So it's not that I've lost interest in my studies as a whole, but just that I've found new ways of spending some of my time.

Anyway, that sums up my situation. How are things with you?

Hope to hear from you soon.

Best wishes

3 SPEAKING

Asking for opinions, suggesting, and (dis)agreeing

1 Complete the expressions with the words in the box and then match them with a, b, c or d.

along	feel	inclined	just	leave	move	point	thoughts

1 That's ..... what I was thinking, too.
2 Let's ..... that one for now.
3 I take your ..... but ... .
4 How do you ..... about this one?
5 Shall we ..... on to the next one?
6 I'd go ..... with you there.
7 What are your ..... on this one?
8 I think I'd be more ..... to … .

a) asking for opinions
b) making suggestions
c) agreeing with someone
d) disagreeing politely

Part 3 S Page 109

Quick steps to Speaking Part 3
- Listen carefully to the instructions. Study the task for 15 seconds.
- Discuss each point fully before going on to the next one.
- Listen to what the examiner says after two minutes and prepare to make a decision.

2 Look quickly at the exam task instructions. What kind of things do you have to discuss?

3 1.09 Listen to students Leona and Mia practising this task. Answer these questions.

1 Do they spend about the same amount of time on each of the five factors?
2 Do they take turns and speak to each other politely?
3 Do they reach agreement on which factor has the most positive effect?

4 1.09 Listen again and answer the questions.

1 How do they begin the conversation?
2 Which expressions from Exercise 1 do they use?
3 Which other phrases do they use to express a–d?
4 How do they end the conversation?

5 Work in pairs. Read the first question and discuss the five factors for two minutes. Then read the second question and spend one minute deciding which factor to choose.

Exam task

Here are some things that can help make people's lives happy and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how important these factors might be in making individuals happy with their lives.

How important might these factors be in making individuals happy with their lives?

- Success in studies or at work
- Living a healthy lifestyle
- Perceiving beauty in nature and the arts
- Coping with life's problems as they arise
- Having good relationships with family and friends

Now you have about a minute to decide which factor has the most positive effect on human happiness.

6 Compare your decision with other pairs, giving reasons for your choice of most important factor.

Exam tip

Adding to what your partner says, or politely disagreeing with them, will give you more to say than if you agree all the time!

4 WRITING

Addition links

1 The linking expressions below are used at the beginning of sentences and paragraphs to introduce points in a certain order. Put them into the correct groups below.

a) above all b) additionally c) as well as that
d) besides e) finally f) firstly g) for a start h) furthermore
i) in addition j) in the first place k) last but not least l) lastly
m) more importantly n) most importantly o) moreover
p) on top of that q) secondly r) to begin with s) what's more
t) worse still

For the initial point: .....
For subsequent points: .....
For the last point: .....

Which three of those used for subsequent points are quite formal, and which two are fairly informal?

2 Ask yourself the questions about each of the advertisements below. Then use your answers to write a paragraph about one of the ads. Link your points with expressions from Exercise 1.

		A	B
1	Does it attract your attention?	☐	☐
2	Is it aimed at a particular type of person?	☐	☐
3	Does it tell you anything new?	☐	☐
4	Is its message simple?	☐	☐
5	Does it promote the name of the brand?	☐	☐
6	Does it highlight the product's benefits?	☐	☐
7	Is it believable?	☐	☐
8	Does it make you want to do something now?	☐	☐

Part 1: essay

Page 99

3 Look at the exam task instructions and notes. Answer these questions.

1 What do you have to write about, and for whom?
2 Which areas must you write about?
3 What can you also include?

Exam task

Write your answer in **220–260** words in an appropriate style. Your class has been watching a TV documentary about the impact of advertising on society. You have made the notes below.

Areas affected by advertising

- our everyday lives
- what we buy
- the economy

Some opinions expressed in the discussion:

"Some of the ads on TV are really funny."

"It makes people spend money on things they don't really need."

"A lot of people work in advertising companies.

Write an essay for your tutor discussing the effects on two of the areas in your notes. You should explain which area you think is affected more and provide reasons to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

4 Example paragraphs A, B and C all deal with the first point in the exam task, i.e. how advertising affects our everyday lives. Read them and answer these questions.

1 Each paragraph looks at the effects of advertising on our everyday lives. Which discusses a) the positive effects b) the negative effects c) both?
2 Which paragraphs use one of the handwritten opinions? How has each writer rephrased it?
3 Find a) addition links b) contrast links c) passive verb forms.

A

We are surrounded nowadays by advertising, and although some television adverts might make us smile, most of it is an unwanted intrusion. To begin with, there are the huge, often ugly billboards in public places. Then there are those irritating little online ads popping up while you work, and when you get home you are met by a pile of junk mail. Worse still, the radio seems to keep playing the same annoying ads all day long.

B

It has been said that advertising is the greatest art form of this century and there is some truth in that, even if it can at times appear tasteless and materialistic. Firstly, the high technical standards in visual advertising have launched the careers of many top photographers and film directors. In addition, it is very much part of popular culture in its use of fashion, music and celebrities. Above all, it can help change attitudes by challenging stereotypes and reflecting the diversity of modern society.

C

Advertising is seen by some as one of modern society's evils. It makes us greedy, they say, targeting even young children with its consumerist message. Furthermore, it constantly interrupts our television programmes, blocks up our email inboxes and wastes our time with unsolicited phone calls. On the other hand, some advertisements are visually beautiful, others make you think and a few can make you laugh out loud. Moreover, some are truly memorable: almost everyone can recall their favourite TV ad from childhood.

5 Read the following model essay and answer the questions.

1 What is the purpose of the opening paragraph?
2 Which two of the notes does the writer use, and where?
3 Which of the handwritten opinions does he use, and how does he rephrase them?
4 Which area does he think is affected more by advertising and what reasons does he give?
5 What addition links and contrast links does he use?
6 What passive forms does the essay contain?
7 Where does he give his own opinion and what expression does he use to introduce this?

Advertising is the business of trying to persuade people to buy products or services, and it has increasingly profound and wide-ranging effects on present-day society. The effects on consumer preferences and on the economy in general are particularly significant.

It is difficult to evaluate the influence of advertising campaigns on consumer choice, but it must be substantial or companies would not spend so much on them. Firstly, they inform people about new products, special offers and so forth. In addition, they increase demand by showing brands being used by people like you – or by people you want to be like. This may, however, indicate that consumers are being sold unnecessary items. Secondly, some advertising works subconsciously, so people don't even know why they are choosing particular brands.

Advertising is a major industry. Besides employing thousands of people itself, it stimulates demand for products which in turn leads to higher production and more jobs. What is more, the revenues it generates help support newspapers, television channels and even top football clubs. Advertising, though, is expensive, and ultimately the cost is passed on to the consumer. Also, the large salaries it pays attract some of the country's brightest and most creative young people, who could otherwise be employed in more productive or socially useful sectors.

My own view is that the biggest effect of advertising is on the economy, as it creates employment both directly and indirectly. Its influence on what people choose, conversely, may have been exaggerated, especially as nowadays more objective sources of information about products are available online.

6 You are going to do the exam task. To help you get ideas, discuss these questions with your partner and make notes.

1 Which of the points in the model essay and in the example paragraphs in Exercise 4 do you agree with? Which do you disagree with?
2 Are internet ads more, or less, effective than TV ads?
3 Do successful ads make people buy things immediately?
4 Are people more or less likely to buy a product if a celebrity recommends it?
5 Do some ads promote harmful things by giving them a glamorous image?
6 Why do songs used in ads sometimes become popular?

Quick steps to writing a Part 1 essay

- If the intended reader is your tutor, write in a fairly formal style.
- Discuss issues in a balanced way, including points for and against.
- Connect your points with addition links.

7 Look at the Quick steps, then plan and write your essay. After finishing, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip ›

Try to use different words from those in the handwritten comments, e.g. *unaffordable* instead of *too expensive.*

Model answer / Unit 4 | SB

Advertising is all around us. At home, while travelling and at work, we are urged to buy this or do that via every conceivable form of media. The effects of this are felt by consumers and non-consumers alike.

Advertising is seen by some as one of modern society's evils. It makes us greedy, they say, targeting even young children with its consumerist message. Furthermore, it constantly interrupts our television programmes, blocks up our email inboxes and wastes our time with unsolicited phone calls. On the other hand, some advertisements are visually beautiful, others make you think and a few can make you laugh out loud. Moreover, some are truly memorable: almost everyone can recall their favourite TV ad from childhood.

How effective is advertising? Even if an advertisement fails to motivate consumers to buy the product immediately, the positive feelings it creates may make them do so months or years later. In addition, individuals often tell friends about ads they like, potentially influencing their choices, too. Some consumers, however, are put off products by ads they find annoying or offensive. Furthermore, new media advertising is less successful than old. Television commercials rely on engaging a largely passive audience, whereas internet users tend to be too busy to click on ads.

Overall, therefore, advertising in the digital age is declining as a factor determining what people buy, especially given the range of items available online from all over the world. It remains, though, a powerful influence on our lives, not least because so many adverts are so cleverly made.

WB

Writing

Part 1 Exam task: essay

1 Read the exam task and model essay and answer these questions. (Ignore the gaps for the moment.)

1 Which two areas has the writer chosen to discuss?
2 What reasons have been given?
3 How have they paraphrased one of the opinions?

Your class has been watching a TV documentary about whether some advertising aimed at children should be banned. You have made the notes below.

Issues raised

- children's health
- demands on parents
- role of government

Some opinions expressed in the discussion:

"TV advertising puts pressure on parents to buy children things."

"Children eat unhealthy food because of ads."

"Advertisements distort a child's view of the world."

Write an essay for your tutor discussing **two** of the issues raised in your notes. You should **explain which issues are of most concern, giving reasons** to support your opinion.
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Advertising has been blamed for many of the problems society faces. In particular, people are concerned about the impact advertising has on children. Obesity, (1) ..... , is a growing concern, with many producers of unhealthy products specifically targeting younger consumers, who then may try to force their parents to buy these products.

A number of factors contribute to the obesity epidemic affecting young people, from inactive lifestyles (2) ..... changing diets. There is also, (3) ..... , concern about the impact of advertising. (4) ....., there are questions about the quality of the products being aimed at young people, (5) ..... it is also the manner in which companies choose to promote their products that causes concern. Associating a product with a sport or a well-known athlete may give children the impression that a product is healthy, when (6) ..... it is not.

(7) ..... are there concerns about what is sold to children and how it is sold, but also about the growing influence children have over household spending. Advertising can lead to parents feeling obliged to give in to their children's unreasonable demands. (8) ..... is the concern that some countries have taken the step of banning advertising to young children, or controlling more strictly the products that can be advertised on certain TV channels at particular times of day.

My (9) ..... is that the physical health of children is a priority for society. I believe that there should be more controls over the advertising of certain products. (10) ....., I think advertising certain products to young children should be banned.

2 Complete the essay with words or phrases from the box.

but firstly for example to however in fact in the end not only own view such

3 Read this exam task and write your own essay in an appropriate style in **220–260** words.

Your class has been having a discussion about how young people can be persuaded to save money regularly. You have made the notes below.

Ways of persuading people to save money

- attractive interest rates
- future needs
- reduce current spending

Some opinions expressed in the discussion:

"Most young people need all their income just to survive now."

"Young people find it difficult to do anything regularly."

"Young people prefer to enjoy themselves now rather than worry about the future."

Write an essay for your tutor discussing **two** of the methods of persuasion. **You should explain which area you think is more likely to be effective, giving reasons** to support your opinion.
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Model answer / Unit 4 / WB

Economists have shown that unless people save money regularly, they will have a lower standard of living after they retire than during their working life. Everyone used to save for their retirement pension, but today many people prefer to live for the present rather than thinking about the future. Experts now say that the savings habit should start when people are young. In this essay, I will consider ways of persuading young people to save.

It has been suggested that parents and other adults should make sure children are aware of what their future likely needs will be and then insist that they save a small proportion of their allowance or their income. This need only be 5%, but it would establish the principle of regular saving.

Youngsters might object that they need all their money for daily living now and that they cannot afford to save. The answer to this objection would be that young people should reduce their current spending by a small amount and then save what they don't spend. This might mean buying fewer snacks or drinks, or spending less on their mobile phone.

To conclude, I recommend that young people reduce their current spending and save what they don't spend, taking account of their likely future needs. If everyone does this, young people will soon get used to the idea of saving regularly. They could check their accounts occasionally to assure themselves that their savings are increasing in value. Hopefully, in this way they will realise that their life will be more comfortable in the future.

4 SPEAKING

Expressing opinions

1 Complete each expression. In some cases more than one answer is possible.

1 My own ..... is (that) …
2 From my ..... of view, …
3 It ..... to me (that) …
4 The way I ..... it, …
5 To be perfectly ..... , …
6 As far as I ..... …
7 I'm inclined to ..... that…
8 To ..... mind, …

Part 4 S Page 111

Quick steps to Speaking Part 4

- Listen carefully to the instructions because they are not written down.
- If you have no particular views on the subject, quote other people, e.g. *Some people say …*
- Give reasons and examples.
- Add to your partner's ideas and/or encourage them to say more.

2 1.11 Listen to Esra and Stefan, two strong exam candidates, practising Part 4. Who expresses these opinions? Write E, S or B (for *both*) next to each.

1 When they leave the family home, everyone has to learn how to manage money.
2 Financial independence can be risky for young people from poorer families.
3 The governments of rich countries should spend more on overseas aid.
4 Governments and charities should provide aid for poorer countries.
5 A lot of rich people are unhappy.
6 Some people would be happier if they had more money.

3 1.11 Listen again. Note down the expressions Esra and Stefan use to justify their opinions, e.g. *The main reason is … .*

4 Work in groups of three. Do Part 4 three times, choosing different questions from the list.

When it is your turn to be the examiner:

- ask the others three questions, prompting if necessary with *Why?* or *Why not?*
- make sure they both answer, by asking *What do you think?* or *Do you agree?*
- stop them after five minutes and tell them how well you think they did the task.

List of questions for Speaking Part 4

1 Some people find it very difficult to get out of debt. Why do you think this is?
2 Do you think electronic means of payment will ever completely replace cash?
3 How much do you think people need to earn to live comfortably?
4 Do you think schools should teach children how to manage money?
5 What are the advantages and disadvantages of having a credit card?
6 Do you think today's society places too much importance on making money?
7 How important do you think it is to save for the future?
8 How much income tax do you think very rich people should pay?
9 How far do you agree with the statement 'the best things in life are free'?

Exam tip ›

Remember it is your English that is being tested, not your ideas – there are no 'right' or 'wrong' answers.

5 WRITING

SB

Purpose links

1 In each sentence, underline the two expressions in italics which are possible.

1 We should lower admission fees *to / in order that / in order to* sell more tickets.
2 I bought a new TV *so / so that / so as* I could watch the World Cup on a big screen.
3 The stadium is being rebuilt *in order that / in order to / so that* more spectators can be accommodated.
4 The town needs more facilities, *in order to / so / so as to* cater for a wider variety of sports.
5 I wore protection when I was boxing *so that I wouldn't / to not / in order not to* get hurt.
6 *So / So as to / To* ensure fairness, there is a limit on the size and weight of baseball bats.
7 It is important to keep to the footpaths, *in order to not / so as not to / in order that you do not* disturb the wildlife.
8 Some people take up sports like golf *so that / in order to / so as to* make new friends.

2 Using purpose links, tell your partner why some people take up the following sports and hobbies.

Example: aerobics – *so as to improve their level of fitness*

astronomy	drawing
hiking	martial arts
Pilates	pottery
Salsa dancing	scuba diving
vegetable gardening	Yoga

Part 2: proposal

W Page 104

Exam tip ›

If you use headings in your proposal, try to use different words from those in the exam task instructions.

3 Answer the questions about the exam task below.

1 What is the topic of the proposal?
2 Who are you writing for and why do they want a proposal?
3 What style should you write in?
4 Which main points must you include?

Exam task

You see this notice in a local newspaper of the town where you are studying English.

> The Government has promised our town a grant to invest in new sports facilities. The Planning Director invites you, as a resident or visitor, to send a proposal saying which sport should receive the money, how it should be spent and why it would benefit people in the town.

Write your **proposal** in **220–260** words in an appropriate style.

4 Quickly read the model proposal on page 47. Match these headings with the paragraphs. Which relates to each of the main points you identified in Exercise 3?

A sensible investment Improving people's lives The missing sport

Proposal for new sports facilities

Introduction

The aim of this proposal is to suggest the most suitable way of spending the government grant for new sports facilities.

1 .....

This town already has extensive facilities for football, rugby and athletics, as well as an Olympic-size swimming pool and a top-class sports centre catering for a wide range of sporting activities. However, one increasingly-popular sport is conspicuous by its absence: squash.

2 .....

The grant would be spent on constructing a number of squash courts. To do this would not be overly expensive as the surface area needed would be small compared with tennis courts, for instance. Apart from the installation of a glass wall at the front of each so that matches can be watched from outside, no further expenditure would be necessary as squash players provide their own equipment.

3 .....

Squash is one of the most physically demanding of all sports, providing intensive exercise for up to four people over a short period of time. As courts would be in constant use from early morning to late evening, they would be a highly efficient way of raising many people's fitness levels. Moreover, it is likely that players would set up a lively social club, thereby strengthening the sense of community in the town.

Conclusion

I would strongly recommend that squash be chosen. It would be the most cost-effective way of spending the money and also the ideal way to improve people's quality of life.

5 Look at the model proposal again and answer the questions.

1 Where and how does the writer
a) state the purpose of the proposal?
b) make a recommendation?

2 Which verb tense does the writer use to talk about the future? Why?

3 Find examples of the following:
a) purpose links
b) compound adjectives
c) addition links

6 Look at the exam task instructions and answer the questions in Exercise 3 about it.

Exam task

You see this notice in the college where you are studying English.

> The Students' Association wants to increase the number of clubs at the college. Some of these clubs will cater for students' hobbies. Please write a proposal suggesting why your favourite hobby should be included and justifying its inclusion.

Write your **proposal** in **220–260** words in an appropriate style.

7 Discuss these questions in small groups.

1 Which is your favourite hobby and what does it consist of?
2 Does it need any special facilities or equipment?
3 What might other people like about it if they took it up?

8 Look at the Quick steps and plan your proposal.

Quick steps to writing a Part 2 proposal

- Make notes on the topic and on the arguments you will use.
- Organise your text clearly into paragraphs, using headings if you wish.
- Use a neutral or fairly formal style if the proposal is for an organisation, tutor or boss.
- State the purpose of your proposal in the first paragraph.
- Aim to persuade the reader(s) to accept your suggestions.

9 Write your proposal. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Model answer Unit 5 / SB

Proposal for a new club

Introduction

The purpose of this proposal is to put forward a suggestion for a new hobby-based club for this college.

Fascinating and worthwhile

Reading is the ideal way to spend a quiet evening or a lazy weekend. It can cure boredom or stress by taking you into another world, cheaply and easily. Books can be bought, borrowed or – increasingly – accessed online. You can read them at home, while travelling or when on holiday, on a screen or on old-fashioned paper. They might be historical novels, biographies, science fiction, books of poetry or of any other genre; written in your first language or in the one you are learning. It is impossible to run out of books to read, even in a lifetime.

Sharing ideas

Discussing books with others makes reading even more enjoyable. By setting up a book club, meeting once a week in the library, the college would enable students to exchange opinions about books they have read, discuss issues raised by the content, and encourage each other to read more widely. Students could take turns suggesting a book of the week, which would motivate the others to finish it by the time they next met. If there is a film version of the book, the group could see that together, too.

Conclusion

Reading is an essential part of college life. I believe that a college book club would help make students more aware of the fact that it is also a highly pleasurable free-time activity.

WB

Writing

Part 2 Exam task: proposal

Purpose and reason links

1 Complete these sentences with the correct linking words or phrases from the list. Sometimes more than one answer is possible.

because	because of	due to	in order to
so	so as not to	so as to	so that	to

1 The doctor prescribed tablets ..... help reduce the patient's cholesterol levels.
2 Obesity is largely ..... overeating and lack of exercise.
3 My brother started going to the gym ..... he could become fit again after his operation.
4 You need to eat slowly ..... make sure you digest your food properly.
5 Jorge is training every day ..... he's running a marathon at the weekend.
6 They closed the door quietly ..... wake their parents.
7 Hospitals are cleaned several times a day ..... stop the spread of infections.
8 We couldn't go running yesterday ..... the snow.

2 Read the exam task and decide on three section headings in addition to the *Introduction* and *Conclusion*.

You see this notice in a local newspaper of the town where you are living.

The Government has promised extra money to improve health facilities in the town. The Minister for Health is inviting people living in the town to send in proposals saying which facility or facilities should receive the money, how this should be spent and how this spending would benefit people in the town.

Write your **proposal**.

3 Quickly read the model proposal and tick any points you agree with. Has the writer used the same or similar section headings to you?

Proposal for improved health facilities

Introduction

The (1) aim of this proposal is to (2) suggest the most suitable way of spending the money the government is providing for improving the town's health services.

A new hospital

The town's hospital is now over forty years old. Since it was built, the population of the town has doubled in size. (3) This means that the hospital sometimes finds it difficult to meet local demand, and patients (4) frequently have to travel to neighbouring towns for hospital treatment.

Protecting future generations

Everyone in the town would (5) benefit from a larger, more modern hospital, but children and young people would probably benefit most, (6) as the town's growing population includes many families with small children. (7) For this reason, it would be sensible to channel money into building new children's wards and a new maternity block. It is (8) currently (9) not uncommon for mothers to have to go to a hospital more than 40 kilometres away to have their babies. In emergencies, this can cause (10) problems.

Reassuring the population

(11) At the moment, there is some anxiety among parents that when their children are ill, they may not be receiving the best possible care. Fortunately, there have been very few bad experiences, and the doctors and nurses here do an excellent job. However, new children's and maternity facilities would, I believe, reassure people that the hospital offers their children the best possible care.

Conclusion

I would strongly recommend that the government money is spent on a new maternity block and improved facilities for children and young people.

4 Suggest alternatives for the underlined words in the proposal.

5 Now read the following exam task and write your own proposal in an appropriate style in **220–260** words.

You see this notice in a local newspaper of the town where you are living.

The Government has promised extra money to help reduce road accidents in the town where you are living. The Minister for Transport is inviting people living in the town to send in proposals saying how they think road accidents can be reduced or prevented. You will need to justify your opinions.

Write your **proposal**.

5 **Model answer** / Unit 5 / WB

Introduction

The aim of this proposal is to suggest ways in which traffic accidents in our town can be prevented or reduced.

Reduced speed limits

It has been shown that many serious accidents and almost all those resulting in deaths and serious injuries are caused by drivers going too fast. In view of this, it has been suggested that the speed limits in the town's residential are reduced from the current limit of 50 kph to 30 kph. Clearly this would not prevent accidents entirely, but would result in fewer deaths and injuries.

Traffic calming measures

In addition to the introduction of reduced speed limits, it has been suggested that traffic calming measures are introduced. Such measures, which have proved very effective in other places, would force people to drive more carefully to avoid damaging their vehicles. Examples of traffic calming measures include the building of speed bumps across roads, the so called "sleeping policemen", as well as more mini-roundabouts at small crossroads.

Safety barriers

Currently, many of the roads coming into our town from surrounding areas have one or two lanes in each direction but have no safety barriers between the two sides. This has resulted in a number of very serious crashes. The construction of a central barrier to separate cars going in opposite directions would eliminate accidents of this kind.

Conclusion

I believe that any of the above measures would reduce accidents. However, I would strongly recommend that all three measures are introduced as soon as is practical.

5 SPEAKING

Compound adjectives

1 Form compound adjectives by matching words from Box A with those in Box B and adding a hyphen, e.g. *cross-country*.

A

~~cross~~	fair	first	friendly	full	high
highly	left	long	record	twenty	world

B

breaking	~~country~~	distance	famous
haired	handed	kilometre	length
looking	qualified	rate	risk

Now think of more compound adjectives using one word from each compound, e.g. *cross-cultural*.

2 Complete the sentences. Use compound nouns formed from the words in the boxes in Exercise 1.

1 In that picture there's a tall woman wearing a hat and a short, ... man.
2 It looks like a ..... race, probably a marathon because they're on a city street.
3 She's a ..... woman, but I'm sure she's also a tough competitor.
4 It's a ..... Olympic swimming pool, which measures 50 metres.
5 That's the ..... Maracana stadium in Rio de Janeiro. Everybody's heard of it.
6 Some say hang gliding is a ..... sport, but it's quite safe if you're careful.

3 Form compound adjectives using each of these words. Explain the meaning of each.

hard- open- one- short-

Part 2

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Quick steps to Speaking Part 2

- During the other candidate's long turn, listen without interrupting.
- Be ready to comment on the pictures when he or she has finished.
- Listen to the examiner's question and talk for up to 30 seconds.

4 1.13 Read the Quick steps and the exam task instructions. Then listen to Zeinab and Reza doing Part 2 and answer these questions.

1 Which two photos does Zeinab compare?
2 Does she do both parts of the task?
3 Does Reza speak for about the right length of time?

5 1.14 Listen again to Reza and answer the questions.

1 What expression does Reza use to ask the examiner to repeat the question?
2 Who does he think has put the most effort into acquiring their skills?
3 What reason does he give for his answer?

6 Work in pairs and do the exam task using pictures 1 and 2. Then change roles and do the task using pictures 2 and 3.

Exam tip

The question you answer about your partner's pictures is not written down, so ask the examiner to repeat it if you are not clear what you have to do.

Exam task

Each of you will be given three pictures. You have to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people winning Olympic medals. Compare **two** of the pictures, and say how difficult it might have been for them to acquire the skills needed to reach this level, and how those people might be feeling.

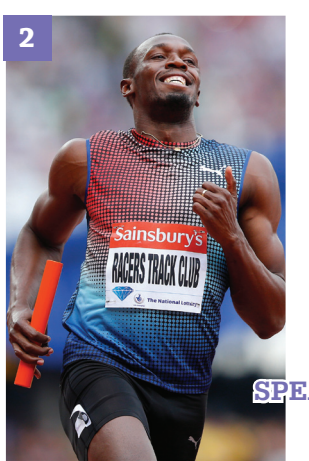
Candidate B, who do you think has put the most effort into acquiring their skills? Why?

How difficult might it have been for them to acquire the skills needed to reach this level?
How might these people be feeling?

7 Tell your partner how well you think you both did the Part 2 task, including the comments on your partner's pictures.

1

2



3

6 WRITING

SB

Praising and criticising

1 Decide which of the adjectives in the box below are used to praise, and which to criticise. Then add an adverb to intensify each adjective.

Example: *action packed – to praise, incredibly action-packed*

action-packed brutal far-fetched gloomy gripping moving powerful predictable pretentious slow-moving spectacular stylish subtle unconvincing uninspired witty

2 Note down three films or TV series you would recommend, and three you wouldn't.

Tell your partner about them using the expressions in the box plus the *to*-infinitive or *-ing*.

Give reasons using phrases from Exercise 1.

Example: *I would definitely recommend watching this series. It is totally convincing and extremely powerful.*

I would definitely (not) recommend …
My advice is (not) …
I would advise against …
Viewers would be well advised (not) …
This series is certainly (not) worth …

Part 2: review

W Page 105

3 Discuss these questions with a partner.

1 What kind of things are reviewed in newspapers, magazines and online?
2 What do you expect to find in a review?
3 How far would you be influenced by a good or bad review of a film or TV series?

4 Look at the exam task and answer the questions.

1 What do you have to review?
2 Who are you writing for and why do they want a review?
3 What must you do in your review?

Exam task

You see this notice on a film review website.

> In every imaginable category there are so many great films to watch, both old and new. The trouble is, there just isn't time to see all of them. So to help film lovers make informed choices, we regularly post reviews comparing and contrasting movies. Send us your review of two films of a similar type of any age, together with your recommendations, and we may well post it on our site.

Write your **review**.

5 Quickly read the model review on page 55 and answer the questions.

1 Did the reviewer enjoy watching
a) *Goldfinger* b) *Skyfall?*
2 Which does the reviewer particularly recommend?

Two must-see Bond movies

Skyfall, directed by Sam Mendes, is a massively-popular action film featuring secret agent James Bond. Just as, almost fifty years earlier, Guy Hamilton's *Goldfinger* was, too.

In the older film, Bond has to prevent aptly-named gold smuggler Auric Goldfinger from stealing the US gold reserves in Fort Knox, following narrow escapes from death in England and Switzerland. In *Skyfall* it is the Secret Service itself, in particular Bond's boss M, that is under attack. The action takes place in superbly-shot locations as far apart as Istanbul and Macau, Shanghai and Scotland, as 007 battles Javier Bardem's utterly evil Silva.

These frequent changes of setting help maintain the pace of both films, holding the viewer's attention throughout – as do the highly-accomplished actors who play Bond. Other similarities include the magnificent title songs, sung by Shirley Bassey and Adele respectively, that famous suspense-building incidental music, and even the same Aston Martin car. In both movies, Bond faces genuinely scary opponents, particularly Goldfinger's deadly assistant Oddjob, although *Skyfall* keeps the excitement level a little higher by having longer action sequences.

One key difference is that *Skyfall*'s M is a woman, brilliantly played by Judi Dench. This, unfortunately, does not reflect any real change in the role of female characters in Bond films, even after half a century. Another criticism is the amount of violence, often shown in rather unnecessary close-up.

To sum up, both films are certainly worth watching, but for today's audience, accustomed to the non-stop action of movies like *Mission Impossible*, I would probably recommend *Skyfall*.

6 Answer the questions about the model review.

1 In which paragraph(s) does the writer:
- give a synopsis of each film?
- make recommendations?
- give a little background information?
- mention characters in both films?
- aim to catch the reader's attention?
- criticise both films?
- praise both films?

2 According to the reviewer, what similarities are there between the films? What contrasts are there?
3 What examples are there of adverb/adjective collocations?
4 What style is the review written in?
5 What expressions give the reviewer's own opinions?
6 Does the review make you want to watch either of the films (again)?

Quick steps to writing a Part 2 review
- Choose a subject for your review and decide if you enjoyed it.
- Think about what your readers will want to know.
- Plan your review, ensuring it contains description, praise and/or criticism and a conclusion.
- Sound enthusiastic if you enjoyed what you are reviewing.
- End either by recommending or advising readers against the subject.
- Give your review an eye-catching title.

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You see this announcement in an international magazine called *Home Entertainment*.

> Nowadays there are so many box sets of TV series on sale in the shops and online that it can be difficult to know which to choose. Our reviews section aims to help people make those choices. We therefore invite readers to send in a review comparing and contrasting two different TV series.

Write your **review**.

8 Discuss these questions in small groups.

1 What is your favourite type of TV series?
2 Which two series of that type made most impression on you? Why?

9 Look at the Quick steps and plan your review. For each series, make notes about some of these:

- the type of series
- the setting(s) and plot
- the main characters
- the acting
- the soundtrack
- the photography
- themes, e.g. bravery, dishonesty
- who it might appeal to

10 Write your **review** in **220–260** words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip ›

If you have to review two different things, write a similar amount about each.

10 Model answer / Unit 6 / SB

Two unmissable TV series

Downton Abbey and *Sherlock* are two hugely popular fiction series that have received numerous awards in various countries.

In both cases the writing, directing, acting, photography and music have been critically acclaimed, although they are quite different programmes. While *Sherlock* focuses primarily on the detectives Holmes and Watson, *Downton Abbey* is about the lives of a large aristocratic family and their servants. Interestingly, it was written recently but is set in the early twentieth century, whereas *Sherlock* is based on books written around that time but updated to a present-day setting.

The two series succeed in maintaining the viewer's interest and creating suspense in different ways. Each *Sherlock* story has a single complex plot, while in *Downton* there are compelling interlinked storylines. The latter is also set against an interesting historical background of events such as the sinking of the *Titanic*. *Sherlock*, on the other hand, will particularly appeal to those who enjoy trying to solve the case before the detective.

Some, however, may dislike the rather cold, arrogant personality of Holmes. In contrast, the larger cast in *Downtown* includes likeable characters such as Violet Crawley, brilliantly played by Maggie Smith. Others though may feel that it romanticises situations of extreme social inequality, or simply be tired of costume dramas.

Nevertheless, I would recommend both series. Viewers who like visually spectacular programmes with a range of believable characters and a touch of romance would undoubtedly enjoy *Downton*, while anyone who appreciates depth of characterisation and fascinating, intricate plots should order their box set of *Sherlock* immediately.

WB

Writing

Part 2 Exam task: review

1 Read these extracts from book reviews. Underline any words or phrases which are used to praise the book. Circle those that criticise the book.

1 I found it too heavy and quite difficult to read.
2 I think it is one of the most important and captivating books ever written.
3 I thought it was too wordy which is a real shame, as the story itself is extremely compelling.
4 It's easy to get into and the characters grip you straight away.
5 Perhaps the concept is good but for me it was just too plain and monotonous.
6 The last quarter of the novel just seemed too fantastical and far-fetched to me.
7 This book is truly outstanding, it is a timeless comedy that demands to be read.

2 Write two sentences, the first saying why you liked a particular book, and the second saying why you disliked a different book.

.....

.....

3 Read this exam task and the model review. Do you think either of these books would interest you?

You see the announcement below in a magazine aimed at people of your age.

Classics good and bad
Every language has its classic literature, but many young people today don't know which classics are still worth reading. We would like to publish reviews guiding our readers and helping them choose books they would really enjoy reading.
Send in your reviews of two classics you have read, one you would recommend and the other you would suggest other readers avoid.

Write your **review.**

4 Now write brief answers to these questions.

1 In what ways are the two books similar?
2 How are they different from the reviewer's point of view?
3 Does the model include any useful review phrases that you might be able to use in a review?

Two very different books by the same author

Charles Dickens wrote many books and in this review I am going to contrast two of his novels: one I enjoyed and another that I found hard going.

The book I enjoyed and would thoroughly recommend is *Great Expectations* which combines a thrilling story and a serious consideration of the moral education of Pip, a young boy who is continually cheated but who emerges at the end of the novel as a better person. In my opinion this is an almost perfect novel which traces the relationship between Pip and three other main characters: the criminal Magwitch, the peculiar eccentric Miss Haversham and the beautiful Estella. This is both an exciting and a moving book.

The second work I'd like to consider is *The Pickwick Papers*, a book which I am having to read as part of my English literature degree. I have to admit I am finding it very heavy going and am not sure that I will be able to finish it. For me, Dickens introduces far too many unnecessary characters and this makes the narrative confusing for the reader. Unlike *Great Expectations*, the book has no proper plot for the reader to become involved in and it has a collection of uninteresting characters. Although my tutor finds the book hilarious, the humour does not appeal to me or my fellow students.

To sum up, both these books are written in Dickens' wonderful style, but for today's readers, I would recommend *Great Expectations* for its story and inspiring themes.

5 Now do this exam task. Write your answer in **220–260** words in an appropriate style.

You see the announcement below in a contemporary magazine aimed at people of your age.

Contemporary fiction in your language
Our readers frequently ask us to recommend works of contemporary fiction from other countries. To satisfy this demand, we are planning to publish reviews suggesting which books our readers might enjoy.
Send in your reviews of two contemporary works you would recommend to our readers, comparing and contrasting their different features.

Write your **review.**

6 SPEAKING

Expressing likes, dislikes & preferences

1 2.03 Complete the dialogue with these words. Then listen to check your answers.

appeal	dislike	favourite	keen	mind	nothing
prefer	preference	rather	stand		

Kim: There's (1) ..... I like more on a Saturday evening than watching that talent show.
Abbie: I can't say it's one of my (2) ..... programmes. If I'm at home then, my own (3) ..... is for a good historical drama.
Kim: They don't really (4) ..... to me, to be honest. I'd much (5) ..... see a good crime series.
Abbie: Really? I'm not at all (6) ..... on those. They all seem the same to me. And there's far too much violence – I really can't (7) ..... that.
Kim: Not in all of them. From what you say, you'd probably (8) ..... the ones that show actual murders, but I don't think you'd (9) ..... the kind of detective series that I enjoy.
Abbie: Maybe, but I still think I'd (10) ..... to watch *Downton Abbey*.

2 Which of these expressions in the box are followed by:

a) the bare infinitive?
b) the *to*-infinitive
c) *-ing*?
d) either the *to*-infinitive or *-ing*?

would rather	keen on	can't stand	dislike	
don't mind	prefer	would prefer	enjoy	hate

3 For 1–6, say what you like and dislike about each, then say which you prefer. Use a range of expressions from Exercise 1.

1 contemporary art / traditional art
2 cinema / theatre
3 ballet / opera
4 classical music / pop music
5 folk music / jazz
6 rap & hip hop / rock

Part 1 S Page 107

Quick steps to Speaking Part 1

- Be friendly and polite to the other candidate and the examiners.
- Speak clearly and loudly enough for both examiners to hear you.
- If you are asked about your likes or preferences, try to use a range of expressions.

4 2.04 Listen to these extracts from Olga and Nikos practising Part 1. Assess their speaking using the five points in Exercise 4 on page 13 [Unit 1].

5 2.04 Listen again. Which expressions do they use to express likes, dislikes and preferences? What would you add to their comments?

6 Work in groups of three: one 'examiner' and two 'candidates'. The examiner asks each candidate some of these questions. The examiner then comments and makes suggestions.

1 What kind of TV programmes do you like, and which do you dislike?
2 Do you prefer to listen to music on your own or with friends?
3 What do you enjoy most about being on holiday?
4 Do you prefer to spend your free time at home or going out with friends?
5 What kind of books do you enjoy reading?
6 Do you prefer to watch one episode of a series at a time on TV, or lots of episodes together on DVD?
7 What do you like most about spending an evening in a big city?
8 Do you prefer watching films made in your country or those from other countries?

Exam tip

When you reply to a Part 1 question, look at the examiner – not the other candidate.

7 WRITING

Sentence adverbs

1 We can use an adverb, often at the beginning of the sentence followed by a comma to show how we feel about the fact or event we are writing about. Replace the *underlined* words in the following sentences with adverbs in the box.

admittedly apparently fortunately
generally happily mysteriously
obviously sadly unexpectedly
unsurprisingly

1 Last winter was one of the coldest ever recorded, which nobody had expected.
2 When people are asked where they want to live, in most cases they say 'in the countryside'.
3 From what I've read, they're going to build a dam across the river.
4 Part of the forest was destroyed by fire, which was a pity.
5 A bridge collapsed during the storm. It was lucky that nobody was injured.
6 It came as no surprise that the company said it was not to blame for the oil slick.
7 Two children went missing during the flood, but the good news is they are now safe.
8 I don't know if there's a Recycling Centre, but I'm afraid it's true I haven't tried very hard to find out.
9 There's a real crisis in fishing. It is clear that too many boats are chasing too few fish.
10 I don't know why, but all the apples have disappeared from the tree in my garden.

2 Comment on each situation by writing a sentence containing a sentence adverb.

1 You have heard that summers are going to get hotter.
2 You lost your mobile phone but someone found it and gave it back to you.
3 People were asked if they wanted to give up eating meat. Most said 'no'.
4 You failed your biology exam but you know you hadn't done enough revision.
5 You hear footsteps behind you but when you look round there's no-one there.
6 A friend you haven't seen or heard from for years knocks on your door.

Part 1: essay

W Page 99

3 Discuss the questions in small groups.

1 Which picture shows each of these endangered animals?
Black Rhinoceros Snow leopard Southern Water Vole Vicuna
2 Which is native to a) Africa b) Asia c) Europe d) South America?
3 Which other creatures at risk of extinction do you know of?
4 What reasons can you think of for species becoming endangered?

4 Look at the exam task instructions and the first three notes. Answer these questions.

1 What do you have to write about, and for whom?
2 Which points must you choose from?
3 What must you also write about two of those points?

5 Look at the three opinions in the exam task. For each one, decide which of A, B or C is the best way of paraphrasing each opinion in an exam answer. Say why in each case.

1 A Protecting animals is something that people should be taught how to do.
B Schools and the media should show the public how they can help conserve wildlife.
C The public should be given lessons in what to do about the situation.

2 A Habitats can be restored to enable species at risk of extinction to thrive again.
B The populations of endangered species should be encouraged to increase.
C One way to help the recovery of endangered animal populations is to improve their environment.

3 A Laws should protect all living creatures, wherever they may be.
B Harming animals, or damaging the places where they live, ought to be illegal.
C There should be strict laws against the harming of wildlife or their habitats.

Exam task

Write your answer in **220-260** words in an appropriate style.
Your class has attended a debate on how governments around the world should help protect endangered species. You have made the notes below.

Ways governments could help protect endangered species:

- education
- protected zones
- legislation

Some opinions expressed in the discussion:

"People should be shown how they can help conserve wildlife."

"We can help endangered animal populations recover by improving their environment."

"It ought to be illegal to harm animals or damage the places where they live."

Write an essay for your tutor discussing **two** of the points in your notes. You should **explain which way you think would be more effective, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Read the model essay. Then answer the questions.

1 Which two of the notes does the writer use, and in which paragraphs?
2 Which two handwritten opinions does she use, and how does she paraphrase them?
3 Which way does she think would be more effective and what reasons does she give?
4 Which of the following does she use?

- inversion of subject and verb
- sentence adverbs
- addition links
- contrast links

At no time in recorded history have so many species of animal faced extinction. Alarmingly, scientists say that our planet is currently undergoing a mass extinction episode, brought about by a combination of factors that include habitat destruction, diseases, pollution, uncontrolled hunting, and – above all – climate change.

One solution is to pass strict laws protecting both wildlife and their habitats. Not only must the hunting or capturing of endangered or threatened species be made a criminal offence, the sale, export or import of products from those animals should also be prohibited worldwide. Clearly, such regulations will be difficult to enforce in certain countries, but they are essential if the trade in ivory, for instance, is to be stopped. In addition, the law must prevent damage to natural habitats by pollution, uncontrolled building or the use of pesticides.

Another approach would be to create protected zones where a recovery plan would enable endangered animals, especially those most affected by habitat loss, to return to their previous population levels. Crucially, such zones would be kept free from water contamination, illegal hunting and invasive species, while wildlife-friendly land management practices would be encouraged and animals relocated there from less safe environments.

On balance, however, I would prefer to see legislation. Unfortunately, there simply are not the resources available to establish protected zones for all the animals at risk, and the loss of one species inevitably leads to the extinction of others within the ecosystem. The law, on the other hand, can be applied globally to combat what is now, undeniably, a global crisis.

7 You are going to do the exam task. If you intend to write about education, get ideas by thinking about these points and making notes.

- The educational system, the government and the media should make everyone aware of the threats to the survival of animal species, and the consequences of extinctions.
- People should be encouraged to help conserve wildlife by, for example, providing habitats in their gardens, avoiding the use of pesticides or not keeping invasive species as pets, and by reporting any illegal hunting, dumping of waste or water contamination.

Quick steps to writing a Part 1 essay

- If you feel strongly about the topic, use some emphatic language such as inversion of subject and object.
- Stay within the word limits. Writing too much creates a negative impression, while too little may prevent you dealing with all aspects of the task.

8 Look at the Quick steps, then plan and write your **essay** in **220–260** words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip

As elsewhere in the exam, you can write in U.S. or U.K. English as long as you use it consistently.

8 Model answer Unit 7 | SB

Never before have so many different kinds of creature been threatened with extinction by human activity. Tragically, many species have already disappeared, and unless urgent action is taken many more will be lost to this planet forever. The disaster is on such a scale that governments everywhere must act immediately.

They should do so, firstly, by passing strictly-enforced laws banning not only the harming of endangered or threatened species, but also any damage to their habitats, the plants they feed on and any other creatures they depend on within the food chain. Hunting and fishing for sport should also be outlawed, as should the transportation of invasive species between countries. The killing or smuggling of species at risk, plus the trade in products from those creatures, must be punished severely.

Secondly, all citizens need to be made aware of the extent of the crisis, its consequences for the world, and what they can do to help. This should begin at school, with all children taught to respect animal life and shown how to take part in local conservation schemes. Also, wildlife documentaries and films could inform adults about the main issues, such as the direct and indirect impact of climate change on animals. The latter includes the increased incidence of wildfires, desertification, and flooding caused by rising sea levels.

Unfortunately, however, education takes time to bring about change. Suitable legislation, in contrast, could quickly transform the situation, which is why I believe that international treaties committing all governments to the measures outlined above would be the more effective strategy.

WB

Writing

Part 1 Exam task: essay

Sentence adverbs

1 Rewrite these sentences starting with one of the adverbs in the box. There are two adverbs you do not need to use.

admittedly	apparently	fortunately	generally
not surprisingly	obviously	sadly	

1 We should save energy whenever we can. That's clear.

.....

2 It was very lucky that no one was hurt in the accident.

.....

3 Everyone welcomes the tax cuts. That's no surprise.

.....

4 There were hardly any butterflies in our garden this summer, which is a real shame.

.....

5 This winter will be the coldest on record, so they say.

.....

2 Read the exam task and discuss these questions.

1 How might the law and education be used to improve the situation?
2 How do you think the public would react to price rises?
3 Which, if any, of the opinions expressed by panel members do you agree with?

Your class has attended a panel discussion on what methods governments should use to encourage people to reduce their carbon footprint. You have made the notes below.

Methods governments could use to encourage people to reduce their carbon footprint

- the law
- price rises
- education

Some opinions expressed by panel members:

'People need to be convinced they can make a difference.'

'All public bodies should set an example.'

'We should control the use of precious resources like petrol and gas.'

Write an essay for your tutor discussing **two** of the points in your notes. You should **explain which method you think would be more effective, giving reasons** to support your opinion.
You may, if you wish, make use of the opinions expressed by panel members, but you should use your own words as far as possible.

3 Read the model essay below and answer these questions.

1 Which two notes does the writer refer to and where?
2 Which two opinions does he use and how does he paraphrase them?
3 Which method does he think would be more effective?
4 What reasons does he provide for his choice of method?

Not until recently had anyone used the term "carbon footprint" and yet today it is one of the most common phrases heard when people discuss climate change and global warming. It is generally agreed that the quantity of carbon dioxide resulting from human activity is causing long-term damage to our environment. The question under consideration is this: what can be done to reduce the carbon footprint of businesses and individuals?

One of the solutions put forward to achieve this aim was for governments to bring in new laws to change our use of energy resources. It was suggested, for example, that fossil fuels should be limited in future. Other members agreed that this would be effective, but thought it would be unpopular with the public because it would limit how far they could travel in their cars and their ability to heat their homes.

Another method suggested was that schools should play a leading role in educating future generations about the effect of human behaviour on the environment. It was agreed that the population need to be persuaded more forcefully that individuals should change their behaviour. Many people believe that this process of persuasion should begin in primary schools.

On balance, I would prefer the education route to the use of the law. It is my view that people need to be taught about the problem and to understand how they can contribute to the solution. Laws could have a negative effect if they were felt to be unfair, and this could lead to resentment and lack of cooperation.

4 Now write your own essay in response to this question. Use one different note and one different opinion from those used in the model essay. Write **220–260** words in an appropriate style.

7 SPEAKING

Phrasal verbs with *on*

1 Complete the sentences using phrasal verbs with *on*. Choose from these verbs in the box.

call	catch	come	draw	move	run	stay	take

1 After the party had ended, I ..... to help tidy up.
2 The report ..... research carried out in several countries.
3 If electric cars ..... with the public, the air will be much cleaner.
4 Marko is looking tired. I think he's ..... too much work.
5 If that light ..... , it means you're running out of petrol.
6 Environmentalists have ..... the Government to finance green projects.
7 This device ..... rechargeable batteries.
8 OK, we've discussed that picture, so let's ..... to the next one.

Giving examples

2 2.07 Fill in each gap with one suitable word, then listen to check your answers.

Environmentalists are calling on all of us to recognise that waste is fast becoming a major problem. (1) ..... at the amount we throw out every year. A family of three, (2) ..... , produces more than a ton of rubbish every year, and this is steadily rising. A case in (3) ..... is plastic, used in ever greater quantities and often ending up in the bin. An obvious (4) ..... of this is the plastic shopping bag. Also, (5) ..... paper waste. Did you know that every year the average family throws out the equivalent of six trees?

3 Discuss the problem of waste creation in society, giving some of these points as examples.

- the good food that is thrown out
- the old electronic devices that become hazardous waste
- the cars and other vehicles that are broken up
- the rubbish that goes into landfills
- the garbage that is burnt
- the rivers and seas that are polluted

Part 3

S Page 109

Quick steps to Speaking Part 3

- Begin by saying something like *Shall we start with this one?* or *Do you want to go first or shall I?*
- Take turns with your partner throughout.
- Consider both the positive and the negative aspects of each prompt.

4 Look quickly at the exam task instructions. What do you have to talk about?

Exam task

Here are some ways we can reduce the amount of waste we create and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how effective these suggestions might be in reducing the amount of waste we create.

How effective might these suggestions be in reducing the amount of waste we create?

- Recycle as much rubbish as possible
- Give away unwanted clothes
- Buy products that have little or no packaging
- Read online versions of newspapers and magazines
- Buy only as much food as you need

Now you have about a minute to decide which suggestion would be most effective in reducing the amount of waste we create.

5 2.08 Listen to this extract from Aishar and Haziq practising Speaking Part 3. Answer these questions.

1 Which prompt are they discussing?
2 Which student sounds less confident at first?

6 2.08 Listen again. What questions and phrases does Aishar use to encourage Haziq to speak and feel more confident?

7 Look at the Quick steps and Exam tip, then do both parts of the exam task in pairs. Help your partner if necessary.

8 Compare your decision with other pairs, saying which suggestion you chose and why.

Exam tip

Avoid spending too long talking about one of the prompts. Remember, you need to discuss them all.

8 WRITING

SB

Formal language

1 Which of these are common in formal writing, and which are more likely to be found in informal writing?

1 long words
2 exclamation marks
3 passive forms
4 long, complete sentences
5 phrasal verbs
6 conversation expressions
7 contracted forms of words
8 impersonal tone
9 question tags
10 abbreviations

2 Replace the underlined informal expressions with more formal words from the box.

are well informed	understand the situation	excessive
extremely disappointed	fortunate	misunderstand me
I am quite interested in	I was completely unaware	

1 I like the sound of the vacancy advertised by your company.
2 I feel the price you have quoted me is over the top.
3 Please don't get me wrong when I make this point.
4 I realise that I am in luck to be given this opportunity.
5 It's news to me that the firm intends to close this office.
6 I would be gutted not to be offered this position.
7 I am extremely grateful for your explanation. I now completely get the picture.
8 It is clear from our correspondence that you know your stuff.

Part 2: formal letter

W Page 101

3 'Work experience' typically involves school or college students doing one or two weeks unpaid work in term time. Discuss these questions in small groups.

1 What are the advantages for students of doing work experience?
2 How does the employer also benefit?
3 If you are a student, what kind of work experience would you like to do? If you are already working, what kind would you like to have done when you were at school?

4 Look at the exam task and answer the questions.

1 Who are you writing to?
2 Why are you writing to them?
3 What must your letter contain?
4 What style should you write in?

Exam task

Your company has a number of vacancies for students who wish to do two weeks' work experience during the next summer term. You have been asked by your manager to write a letter to a local college. Your letter should explain:

- what your company does
- what kind of work the students would do
- how they would benefit from working for the company.

Write your letter.

5 Which of the following would be appropriate for this task? Which would not? Why?

1 They can chill out with their mates in the coffee bar.
2 They would develop their skills in a professional working environment.
3 We've got loads of fun jobs for the guys at your college.
4 The full-time staff would ensure they made the most of their time here.
5 Check out our website for more info!
6 I trust you will find this information helpful.
7 I look forward to hearing from you.
8 Speak soon.

6 Quickly read the model letter below. In which paragraph does the writer do each of the following?

1 describe the work students would do
2 say what her company does
3 outline its work experience programme
4 suggest what the reader should now do
5 give a reason for writing
6 explain how students would benefit

Dear Sir or Madam,

I am writing to inform you that this hotel will be able to offer work experience to twelve students aged 16 to 18 during the summer term. Placements will last a fortnight and no wages will be paid.

The hotel employs over 100 full-time staff, the majority of whom live in the local community. In addition to providing luxury accommodation, we serve high quality meals in our restaurant and café, and offer extensive leisure facilities including a gymnasium, swimming pool and sauna.

Placements will involve working with reception staff, housekeepers, maintenance workers and porters, kitchen staff and waiters, fitness instructors and lifeguards. Young people will be expected to carry out the same tasks as permanent employees, but suitable training will be given. They will receive health and safety instruction when their placement commences, and will be supervised at all times. They will also be assessed throughout and receive constructive advice from their supervisors.

On successful completion of their placement, students will be awarded a Work Experience Certificate and a detailed description of the work they have done, both of which will be useful additions to their CV. Moreover, their placement will introduce them to the world of work, possibly giving them ideas for careers and enabling them to make contacts for future networking. What will benefit them most, however, is the opportunity to develop their employability skills, regarded by many employers as essential for those seeking their first job.

I would be most grateful if you could pass this information on to your students.

Yours faithfully,
Montserrat Oriol

7 Answer the questions about the model letter.

1 In what style is the letter written?
2 What formal beginning and ending does the writer use?
3 Which two quantifier + preposition + relative pronoun forms does she use?
4 Which emphatic *What* form does she use?
5 Which formal expressions in the letter mean the following?

tell big gym staff training begins looking for very pleased

8 Read these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You see this newspaper advertisement.

> The Central has vacancies for young people on our annual two-week Work Experience programme. Unpaid work will be available in our kitchens, restaurants and leisure facilities, as well as in maintenance, housekeeping and reception.
>
> Tell us which job you would like to do and why, why you would be suited to working in a hotel environment, and what you hope to learn from the experience.
>
> Send your application to: Ms Klaudia Nowak, Human Resources Manager, Central Hotel

Write your **letter**.

9 Look at the Quick steps and plan your letter. Which of these points are relevant to this exam task?

1 your willingness to learn from others
2 your experiences as a hotel guest
3 what you want to find out about yourself
4 how much you would like to earn
5 any experience you already have of the work you want to do
6 why you should be given a management position at the hotel
7 how you rate your interpersonal skills
8 your capacity to work hard

10 Write your **letter** in **220–260** words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip

Don't include any postal email addresses in the Writing paper.

10 Model letter Unit 8 / SB

Dear Ms Nowak,

I am writing to apply to do work experience at the Central Hotel this summer, as advertised in today's newspaper. I am aged seventeen and next year will be my final year at school, after which I hope to attend college to study to become a chef.

I would therefore be most interested in working in the hotel kitchens, if possible as a chef's assistant. I already have some experience of this kind of work, having recently helped my uncle and aunt prepare meals at their restaurant during the school holidays.

I have always had a keen interest in food and cooking, taking great satisfaction from preparing healthy and appetising meals. I also enjoy working as part of a team. This, I am sure, is extremely important in the kitchens of such a large hotel where so many different kinds of food need to be prepared. In addition, I am capable of working under pressure, for example when there is a sudden rush of orders and very little time in which to prepare the meals.

Working alongside expert chefs would teach me an enormous amount about cooking and food presentation. As well as learning new techniques, I would discover how to prepare new dishes and also how to improve those I already make. Above all, I would be in an environment where my creative skills could develop, simply by observing professionals in action and, I hope, talking to them about their work.

I enclose my CV and look forward to hearing from you.

Yours sincerely,
Jaime Alonso

WB

Writing

Part 2 Exam task: formal letter

Formal language

1 Complete these sentences, which are all from letters of application, with the appropriate word or phrase from the two possibilities given in brackets.

1 I am writing to apply for the job of IT consultant ..... in today's newspaper.
(*as advertised / that you put in*)
2 You will see from my CV that I have ..... to gain extra qualifications.
(*done my best / taken every opportunity*)
3 Please don't hesitate to get in touch if you would like to ..... .
(*discuss my application further / find out more about me*)
4 I have ..... experience from part-time jobs and holiday work.
(*gained valuable / got a lot of useful*)
5 I have spent some time researching your company and have decided I would be interested in ..... of assistant retail manager.
(*applying for the post / going for the job*)
6 I am ..... and would welcome the opportunity to join your company on a part-time basis.
(*currently unemployed / out of work at the moment*)
7 ..... my application for the post of teaching assistant at your school.
(*I'm enclosing / Please find enclosed*)
8 Thank you for ..... my application and I look forward to hearing from you.
(*bothering to read / taking the time to consider*)

2 Read the exam task, think of a company you know and make some notes to answer the task.

> Your company needs to recruit a number of temporary staff to replace employees who are being sent on training courses. Your manager has asked you to write a letter to employment agencies in your city.
> Your letter should explain what the company does, what kind of work temporary staff would do and what qualities the company is looking for in staff.
> Write your **letter**.

3 Read the example answer. The phrases in bold are not appropriate. Write more formal phrases to replace them.

1 .....
2 .....
3 .....
4 .....
5 .....

Dear Sir or Madam,

I am writing to let you know that our company is currently looking for ten employees to replace members of our staff who are about to leave to attend annual training courses next month. We are offering six months' temporary employment **to start with**, but it is possible that the employees we recruit will be offered permanent positions in the future.

Our company has had its headquarters in the city for over fifty years and manufactures a range of building products, including material for insulating buildings. This part of our business has **got much bigger**, as more people look for ways to reduce their energy bills.

We are looking for people to **do different jobs** in our head-office and in our factory. The office jobs are mainly secretarial, but there are also opportunities for experienced personal assistants and people with managerial experience. Factory positions require no prior knowledge or experience but applicants should be physically fit and be **ready to work nights** from time to time.

The qualities we are looking for in people to fill these temporary posts are those we expect from all our employees. Applicants should have experience of working in an office or a factory but **we don't need any special skills**. We expect our employees to be honest, reliable and punctual. Before offering contracts we will contact the references provided by each applicant.

I would be most grateful if you could make suitable applicants aware of the work opportunities we are offering.

Yours faithfully,

Bianca Perez

4 Now write an answer to this exam task in an appropriate style in **220–260** words.

> The university / college you attend is organising a series of open days to show potential future students what it would be like to study at the university / college. Your head of department has asked you to write a letter to schools in your city inviting their students to attend one these days.
> Your letter should explain how these days will be organised, who the open days are intended for, and how the days should be followed up.
> Write your **letter**.

4 Model letter Unit 8/2.3

Dear Sir or Madam,

I am writing on behalf of the university to let you know that we are in the process of organising a series of open days to show prospective students what studying with us would be like. We would be grateful if you could draw this opportunity to the attention of your final year students.

The open days will take place during the first week of November and be organised by the different departments of the university. Students interested in finding out about Geography, Physics or Engineering should attend on Monday. Our Language, Literature and History departments will be open on Tuesday, and the Creative Arts department, including Music, Art and Drama can be visited on Wednesday. On these days visitors will be able to talk to staff and students currently studying in these departments.

Thursday and Friday of the same week will be general information days when students can find out about applying for courses, accommodation and other such matters. There will also be a number of talks from senior university staff on these days.

As I have indicated in my opening paragraph, our days are intended primarily for students in their final year at secondary school and intending to apply for university, but younger students may also visit if they wish.

Following their visits students may wish to arrange individual meetings with departmental staff or to put in applications for one of our courses.

We look forward to welcoming your students to one of our open days.

Yours faithfully,

8 SPEAKING

Adding emphasis

1 For each of a–d, complete the second sentence with one word. Then answer questions 1–4 about each of those sentences.

a) I want to study physics at university.
What I want to study at university … physics.
b) I took the job as I needed the money.
The reason I took the job … that I needed the money.
c) The manager replied to my email.
The person who replied to my email … the manager.
d) I sent off my application last month.
It …. last month when I sent off my application.

1 Which information is emphasised?
2 How does the sentence begin?
3 What comes before a form of the verb *be*?
4 Is any other change needed?

2 Rewrite the sentences to emphasise the underlined expressions, using the words in brackets.

1 You need to <u>work harder</u>. (What)
2 <u>Travelling to work</u> causes the most stress. (It)
3 <u>Bankers</u> seem to make the most money. (The people)
4 Emma resigned because <u>she didn't like her boss</u>. (The reason)
5 I found <u>all the form-filling</u> really boring. (It)
6 My friend and I first met at <u>the office</u>. (The place)

3 Tell your partner the following, using emphatic forms from Exercises 1 and 2.

1 The job you'd most like to do.
2 The most boring thing you have to do.
3 The country you'd most like to live in.
4 The kind of people who annoy you most.
5 The time when you feel most relaxed.
6 Something you would like to achieve.

Part 4 S Page 111

Quick steps to Speaking Part 4

- Whenever the examiner asks you a question, try to think of two or three replies.
- If you prefer not to give an opinion immediately, say something like *It depends* or *I'm not sure*, and outline arguments on both sides.
- If you partly agree with an opinion, say something like *Yes, up to a point, but …*

4 2.10 Listen to this extract from Maxim and Dariya practising Part 4 and answer the questions.

1 What question does the teacher ask them?
2 Which speaker considers arguments on both sides before giving their opinion?
3 Does the other speaker completely agree?

5 2.10 Listen again and answer the questions.

1 What expressions does Maxim use to avoid giving an opinion immediately?
2 What expression does Dariya use to show she partly agrees with Maxim?
3 Which phrases beginning *What …* and *It …* do they use?

6 In groups of three, do Part 4 three times. Each time, one of you is the examiner. Follow these instructions.

1 Ask the 'candidates' three questions, if necessary prompting with *Why?* or *Do you agree?*
2 Stop them after five minutes and comment on how well they did the task.

List of questions for Speaking Part 4

1 Which jobs in your country are considered to be good jobs?
2 Which job would you least like to do?
3 Would you prefer to work on your own or as part of a working team?
4 Do you think it is more important to make a lot of money or to enjoy your job?
5 In what ways do you think people's working conditions should be improved?
6 Why do some people find it difficult to choose a career?
7 Would you prefer to have one career, or a series of different jobs during your working life?
8 Which is more important for an employee: qualifications or experience?
9 Which is better: working in an office or working online from home?

Exam tip

Don't worry if the examiner stops you before you have said everything you intended to. There is a strict time limit for each part of the Speaking test.

9 WRITING

SB

Result links

1 Complete the sentences with the words in the box. Which are formal? Which form fixed phrases? Underline these, as in the example.

account	consequence	consequently	else	otherwise
owing	reason	result	so	such	view

Example: Sales of the device have fallen as a *result* of price rises.

1 There is less rainfall nowadays and for that ..... the desert is growing.
2 Robots are now ..... sophisticated that they can carry out many household tasks.
3 Some people prefer not to use credit cards online ..... to the risk of theft.
4 More tests must be done on this new medicine. ..... , people's health could be at risk.
5 The new device was found to be unsafe and in ..... production was ended.
6 On ..... of the high radiation levels, long-distance space travel may be impossible.
7 It's ..... a great invention that I don't know how I managed without it!
8 We must build higher sea defences or ..... the city will one day be flooded.
9 More and more people are shopping online. ..... , some stores have gone out of business.
10 In ..... of the fact that people can watch TV online, television sets may become obsolete.

2 Rewrite the sentences using the words in brackets.

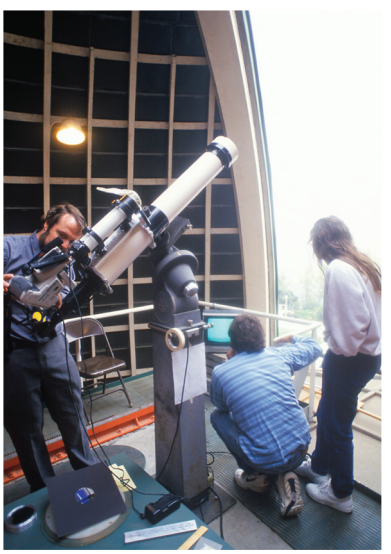
1 The project was abandoned as it had gone over budget. (consequence)
2 The instructions were too complicated for me to understand. (so)
3 There was a defect in the device so it was withdrawn from sale. (account)
4 If you don't charge your phone up soon, the battery will run out. (else)
5 A virus got into the system, leading to all the computers crashing. (consequently)
6 I can't stop playing that game because it's so addictive. (such)
7 The temperature suddenly rose so the machine stopped working. (owing)
8 If I kept looking at my email, I'd spend all day answering messages. (otherwise)

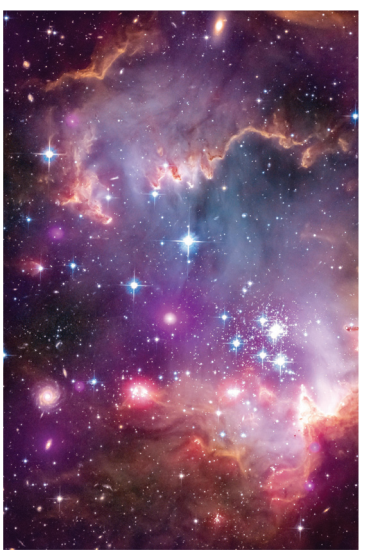
Part 2: report

W Page 103

3 Look at the pictures and answer the questions.

1 What do you think these astronomers enjoy about their work?
2 Which other jobs in science do you think would be interesting and/or rewarding?
3 Have you ever considered a career in science? Why? / Why not?





4 Answer the questions about this exam task.

1 What is the topic of the report?
2 Who are you writing for and why do they want a report?
3 What points must you include?

Exam task

Your school wants to increase the percentage of its students studying science subjects to advanced level. The head teacher has asked you to write a report on attitudes towards science among the students.

Your report should evaluate the appeal of science at the school, explain why comparatively few students want to become scientists, and suggest ways of encouraging more of them to consider a future career in science.

Write your **report**.

5 Quickly read the model report on page 79 and write a brief heading above each paragraph.

Science at school and at work

A .....

Concern has been expressed about a relative lack of interest in science as a school subject or future career. This report focuses on the views of students and puts forward suggestions for improving the image of science.

B .....

The vast majority of students who opt for science subjects feel they made the right decision. They enjoy conducting experiments in the well-equipped laboratories and appreciate the fact that the teaching staff are more highly qualified than their counterparts in arts subjects. In consequence, science students believe they are learning in a more stimulating environment.

C .....

Unfortunately, however, some students think twice before choosing sciences, owing to their reputation as comparatively difficult subjects that involve memorising facts and figures. Moreover, there is a widespread belief that high marks are harder to obtain in the sciences.

D .....

In addition, science has a serious image problem. Many are discouraged by the perceived lack of glamour of science as a profession, by film stereotypes of mad professors and computer geeks, and by the suspicion with which the media often treat scientific research, for instance concerning genetically modified food.

E .....

To create a more positive impression of science, students should be invited to participate in Science Fair projects, scientific work experience programmes and virtual Open Days at university science faculties. They should also be made aware of the benefits of studying science, such as developing thinking skills, discovering how things work and – one day – finding real solutions to real problems.

6 Read the model report again and answer the questions.

1 Which paragraph deals with each of the points in the exam task instructions?
2 How does the writer introduce the topic of the report?
3 What style is the report written in? Give some examples.
4 Which result links are used in paragraphs B and C?
5 What four suggestions are there in the final paragraph? Do you agree with them?

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

Your job involves making long-distance business trips. Colleagues who are about to begin making similar trips have asked you which electronic device you always take with you when you travel. Now they have requested a report on that device.

Your report should explain why you chose that kind of device, evaluate its usefulness in practice, and suggest how it could be improved.

Write your **report.**

8 In pairs, think of three kinds of portable electronic device and discuss these questions about each.

1 How convenient is it to carry?
2 How easy is it to use?
3 What drawbacks or limitations does it have?
4 How could these problems be overcome?

9 Choose one of the types of device you discussed in Exercise 8. Then look at the Quick steps and plan your report.

Quick steps to writing a Part 2 report

- Underline the key words as you read the instructions.
- Think about who you are writing for and what they will want to know.
- Use your own words, not those in the instructions.
- Use a variety of structures and vocabulary.
- Check that any headings reflect the content of the paragraphs.

10 Write your **report** in **220–260** words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip

If you don't know enough facts about the topic to write a report on it, choose another question.

10 Model answer Unit 9 / SB

An essential travel item

Introduction

The purpose of this report is to provide information on a device that is particularly useful when travelling. That, without doubt, is a tablet, a mobile computer produced by various manufacturers.

Reasons for choosing a tablet

The frequent business traveller requires a terminal which can be operated by means of both a touchscreen and keyboard, has substantial memory for storing data, and is sufficiently compact and lightweight to enable easy transportation. Tablets are the only device that currently meet all these criteria, as laptops are excessively bulky and mobile phones lack a full-size keyboard.

Advantages of a tablet

Despite its size, a higher-specification model has many of the capabilities of a desktop PC. In consequence, it can be used for work purposes virtually anywhere. Most tablets have built-in wi-fi, fit easily into hand luggage, and are ideal for reading documents and journals, viewing diagrams and photographs, or sending and receiving emails.

Disadvantages of a tablet

Criticisms of the tablet include the shape of the screen, which is not ideally suited to watching videos, the lack of USB ports to connect with other appliances, and the difficulty some experience in using the virtual keyboard, especially when keying in longer documents. Another frequent complaint is that the battery tends to run out alarmingly quickly.

Recommendations

New models could incorporate features designed to deal with these issues, although keeping the device small must surely remain a priority. However, the manufacturers could consider installing more applications. These might, for instance, enable wireless printing, or background music while you work.

WB

Writing

Part 2 Exam task: report

Result links

1 Complete these sentences with the correct linking word or phrase from this list. In some cases, more than one answer is possible.

as a consequence	consequently	in view of
on account of	or else	otherwise
owing to	result in	

1 Twenty minutes of moderate exercise should ..... slight shortness of breath.
2 The government has accepted that climate change is a fact and has, ... introduced new green policies.
3 The health authority has closed a hospital ward ..... the recent epidemic.
4 Don't forget to check the oil level in your car, ... you could do serious damage to the engine.
5 ..... the high temperatures, many rivers dried up.
6 More snow than usual has fallen this month and ..... transport services have been disrupted.

2 Read the exam task and the model answer which follows. As you read the report, match these headings with the appropriate sections. There are two more headings than you need.

Attracting adults
Conclusion
Environmental concerns
Food and health
Introduction
The importance of science
Useful classes

Your school or college is thinking of putting on science classes for adults in your neighbourhood. The director has asked you to write a report on the kinds of classes that would be appropriate.

Your report should suggest reasons why such classes are necessary, suggest specific science topics that might be of interest to adults, and suggest ways of encouraging people to attend the classes.

Write your **report**.

Science classes for adults

A .....
Research shows that many adults do not understand basic scientific ideas. In view of the increasing importance of science, it has been suggested that the college puts on science classes for adults. This report focuses on why there might be a need for such classes.

B .....
Today more than ever, scientific ideas are fundamental to everyday life. Many of our daily concerns and interests are related to science. For example, everyone needs to know something about digital technology, to make full use of their computers or mobile phones. Equally important is an understanding of the dangers facing the environment and what can be done to minimise these. Today's adults grew up at a time when these matters were less important. This is why science classes might appeal to adults.

C .....
Most adults I have spoken to freely admit that their knowledge of science is at best out-of-date and at worst non-existent. Consequently, I believe that classes should not assume any prior knowledge or understanding, but should relate to aspects of life that are relevant to the majority of adults. These would include energy use, food science and family health.

D .....
Adults are more likely attend classes they regard as relevant to their lives and needs. Introductory sessions similar to those that would be taught on the course could be organised and the college might also consider sending out a questionnaire to people living in the area asking what aspects of science they would like to know more about.

3 Now do this exam task.

- Remember the word limit is 220–260 words.
- Give readers an indication of what the sections of your report are about.
- Make sure you cover all areas mentioned in the question.
- Don't forget to write your report in an appropriate style.

Your local council is thinking about organising a science exhibition in the town next summer. You have been asked to write a report on public attitudes to science.

Your report should describe what the exhibition should be like, say who should be invited to exhibit and suggest ways of publicising the event.

Write your **report**.

3 **Model answer** / Unit 9 / p.93

Science for all

As you may know, our council is planning a science fair in the town next year. The purpose of this report is to investigate public attitudes to science and make suggestions about the nature of this fair.

Public attitudes

From a survey of friends and acquaintances of all ages, I have drawn the following conclusion: the vast majority of people are interested in many different science subjects. Significantly, however, over half these people say they were put off science at school and still find scientific ideas difficult to grasp. This situation worries them, so a science fair would be welcome if it took a different approach from that taken by their teachers.

Components of a science fair

The kind of fair suggested by people would consist of a series of basic talks by experts from different scientific fields. For example, an agriculturalist might be invited to talk about increasing crop production, while a computer scientist might explain how search engines find the information people need. In addition to this, companies could be asked to participate in an exhibition which shows the importance of science to their business. For example, a food company might be asked to show how they produce low-fat products.

Publicity

To proceed with the plan, the council must be convinced that people will attend. Television advertising as well as posters need to be ready well in advance of the date of the fair, but perhaps more importantly all forms of publicity should show clearly what aspects of science will be highlighted by the fair.

9 SPEAKING

Speculating

1 2.12 Use modal verbs to complete this conversation between two bus passengers. Then listen to check your answers.

A: 'Hey, that's a long queue!'
B: 'Some of them are looking fed up. They (1) .... standing there for hours.'
A: 'Yes, they (2) .... been. I wonder why?'
B: 'They (3) .... hoping to get tickets for that concert.'
A: 'I suppose they (4) ..... be. Or they (5) .... queuing for the sales. They start later today.'

2 In pairs, use modals with *-ing* to speculate about these situations.

Example: You see two people looking angry with each other.
They might have been arguing. OR
They must be getting on badly.

1 It's nearly exam time and your classmate is looking very tired.
2 There's a big football match on but you don't know how your team is doing.
3 You're phoning a friend who's on a train, but you lose the connection.
4 You get up in the morning and see there's half a metre of snow outside.
5 You call round at friend's house on a Saturday morning but there's no-one in.
6 You wake up in the middle of the night thinking you've just won the lottery.

Part 2

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3 2.13 Read the exam task instructions. Then listen to two strong students, Nico and Mia, talking about two of these pictures and answer these questions.

1 Which photos does Nico compare?
2 How does he say those jobs were done in the past?
3 What difficulties nowadays does he mention?
4 Which technological advance does Mia choose? Why?

4 2.13 Listen again. Which of these do Nico and Mia use to speculate about the pictures?

a) modal + *be* + *-ing*
b) modal + *have* + past participle

Quick steps to Speaking Part 2

- Use modal forms + *ing* to speculate about present and recent events.
- If you make a mistake, you can correct it, but don't keep stopping or you won't have time to complete the task.
- Talk until the examiner stops you.

Exam task

Each of you will be given three pictures. You have to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people **working with different kinds of technology**. Compare **two** of the pictures, and say **how the jobs might have been done in the past, and how difficult it might be for the people to work with this technology.**

Candidate B, **which of these technological advances do you think is the most beneficial to society?**

How might the jobs have been done in the past?
How difficult might it be for the people to work with this technology?

5 Work in groups of three and do the exam task using pictures 1 and 2. Then change roles and do the task twice more, using pictures 2 and 3 and then pictures 1 and 3.

6 Tell the others in your group how well you think they did Part 2, and listen to their comments on your speaking.

Exam tip

Practise for the exam by timing yourself speaking for 60 seconds.

10 WRITING

Concession

1 Complete each sentence with one of the words in the box. Underline any fixed phrases they form.

how	may	same	so	wherever
whichever	who	yet		

1 You can call me in the evening, no matter ..... late it is.
2 Leah is quite a calm person. Even ..... , she occasionally becomes impatient.
3 It ..... be the most expensive perfume on the market, but it certainly isn't the best.
4 He can wait in the queue like everyone else, no matter ..... he is.
5 The sound quality wasn't perfect, but we enjoyed the concert all the ..... .
6 You can choose a red, green or blue card, ... you prefer.
7 Jordan rarely smiles, and ..... I think he's quite happy with life.
8 Lucy's dog Vanilla always travelled with her, ... she went.

2 Rewrite the sentences using the expression in brackets.

1 You can say anything you like but I won't change my mind. (whatever)
2 Jessica carried on working, but she was obviously exhausted by then. (even so)
3 It makes no difference where you go, this phone lets you stay in touch. (no matter)
4 The TV critics say it's a wonderful series, but I still think it's boring. (however)
5 Nobody's heard of Ethan James, even though he's a brilliant artist. (and yet)
6 Although the talk was rather long, the speaker made some good points. (all the same)
7 Despite being unable to recall names, Max has an excellent memory for numbers. (may)
8 Amy doesn't care what people say, she'll keep on doing what she feels is right. (no matter)

3 Complete the sentences with your own ideas.

1 Young people nowadays are influenced by the media, wherever .....
2 Everyone should receive a good education, no matter .....
3 Someone may seem very intelligent, but .....
4 Two children in a family can have exactly the same upbringing. Even so, ...
5 Some adults didn't do well at school, and yet .....
6 Throughout life people continue learning, however .....

Part 1: essay

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Quick steps to writing a Part 1 essay

- In your introduction, comment generally on the topic and indicate the content of your essay.
- In your closing paragraph, try to leave the reader with something to think about.
- Make sure any corrections you make are clear.

4 Look at the exam task instructions and the first three notes. Answer these questions.

1 What do you have to write about, and for whom?
2 Which points must you choose from?
3 What must you also write about two of those points?

5 Look at the first Quick step, then read these three possible opening paragraphs for this essay. Which is best? Why?

A There are clearly a number of factors, or influences, that can help determine an individual's personality. In this essay I shall deal with two of the most important: genetics and society in general.

B The issue of how a person's character is formed has long been controversial. The main division is between those who claim personality traits are inherited, and those who believe they are shaped by the social environment in which they live.

C Personality can be defined as all the attitudes, beliefs, emotions, thoughts and qualities that distinguish one person from another. Clearly the differences between individuals can be enormous, but what are the forces that shape their character?

Exam task

Write your answer in **220–260** words in an appropriate style.
You have watched a discussion on factors that help determine an individual's personality. You have made the notes below:

Influences that determine personality:

- genetics
- family life
- society in general

Some opinions expressed in the discussion:

"Just as physical characteristics come from our genes, so do psychological ones."

"Children imitate their parents' behaviour and eventually become similar people."

"School life has an enormous role in forming a child's character."

Write an essay for your tutor discussing **two** of the factors in your notes. You should **explain which factor you think is more important in determining personality, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Read the model essay opposite and answer these questions.

1 Which two of the notes does the writer use, and in which paragraphs?
2 Which two handwritten opinions does he use, and how does he paraphrase them?
3 Which factor does he think is more important and what reasons does he give?
4 Which concession links does he use?

The so-called nature versus nurture debate is one of the most divisive in Psychology. On the one hand, some maintain that our personality and consequently our behaviour are the result of inherited characteristics, while others believe we are entirely the product of society.

According to the latter, the human mind at birth is a complete blank which later develops certain traits as a result of life's experiences. Of particular importance is the school environment, where the child's way of interacting, their response to rules and how they are treated by others all help shape their character. Society's values also play a significant part. For instance, certain cultures encourage individuals to cooperate, whereas in others the emphasis is on competition.

In contrast, some scientists claim that our DNA not only determines attributes like our height or life expectancy, it also affects traits such as how open, extrovert or conscientious we are. They believe we are born destined to grow into a certain kind of person with certain abilities, no matter what our environment. Others on the 'nature' side of the argument include Freud, who believed humans to be innately aggressive, and Chomsky, who stated we are born with a set of innate rules for learning language.

My own view is that we may have inborn characteristics and abilities, but their modification by our environment is an even more powerful force. Siblings, however similar their DNA, often have completely different personalities. And recent research indicates that having a good sense of humour is learned from those around us, not determined genetically.

7 You are going to do the exam task. If you intend to write about family life, get ideas by thinking about these points and making notes.

- A child's emotions, both positive and negative, develop as a result of interacting with parents, and with siblings if they have them.
- Qualities such as intellectual curiosity, sociability and self-confidence can be encouraged or discouraged by parents.
- Family structures can vary widely between and within cultures.
- Studies of twins seem to show that their personalities remain very similar wherever they live and whoever they live with.

8 Look at all the Quick steps, then plan and write your essay. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip ›

Show where one paragraph ends and another begins, either by leaving a line between them or indenting.

6 Model essay / Band 10/SPB

Personality, the sum of all the qualities that together form an individual's distinctive character, is shaped by many forces. Chief among these are the home environment and the social environment.

A child begins life interacting with its parents, brothers or sisters and possibly also grandparents, and these relationships lead to the development of its emotions, both positive and negative. Parents may also encourage or discourage qualities such as sociability, a desire to learn and self-confidence, and also affect the child's developing personality by being authoritarian or tolerant, critical or supportive. They also act as role models, with the result that their child often acquires many of the same character traits.

The social environment includes school life, where the child meets a much wider range of personality types and has to cope with different kinds of relationships, both with peers and adults. Its response to these has a major effect on its personality. As the child grows up, society beyond school becomes a growing influence, especially now that young people can so easily use social media to make new friends, no matter where they live.

Overall, I believe the role of the family has been overestimated. Studies indicate that twins brought up apart have much more similar personalities than random pairs of people, and that by adulthood biological siblings remain far more alike than adoptive siblings. Moreover, the family structure is changing, with young people spending much less time talking to a parent or sibling than interacting online. That, increasingly, is how personality is formed.

WB

Writing

Part 1 Exam task: essay

Concession phrases

1 Match the sentence beginnings 1–6 with the endings A–F. Join them with words or phrases from the box. (There are two more than you need.) The first one has been done as an example.

all the same	even so	maybe	~~no matter~~	wherever
whichever	whoever	yet		

1 Most children can count on their parents' support *no matter how badly they behave.*
2 The band is so popular that their fans follow them ....
3 The weather forecast was dreadful but ....
4 Max hardly did any revision and ....
5 You will come into the town from the north ....
6 Leo earns a lot of money but ....

A we were determined to go.
B route you decide to take.
C he couldn't afford to buy a house in this part of the city.
D how badly they behave.
E he did very well in the end of term test.
F they're playing.

2 Read the exam task. Which of the three opinions do you agree with?

Your class has attended a panel discussion on the qualities that make a good leader.
You have made the notes below.

Personal qualities important in a successful leader

- communicates effectively
- is persuasive
- inspires others

Some opinions expressed in the discussion:
"People recognise leadership when they see it."
"Leaders arise from particular circumstances."
"The key to successful leadership is influence not authority."

Write an essay for your tutor discussing **two** of the qualities in your notes. You should explain **which quality you think is more important** in a successful leader, **giving reasons to support your opinion**.
You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

3 Read this model answer. How many of your ideas does the writer share?

In all organisations, from clubs to businesses and governments, leaders play an important part in the success or failure of that organisation. Although many people believe that leaders emerge naturally from situations, how effective a leader is depends largely, I believe, on personal qualities. In this essay, I will discuss some of the qualities often associated with leaders, and say which I think is the most important.

It is often said that no leader can be successful, whatever their ideas, if they are unable to communicate effectively with the people in the organisation they are leading. Whether we think of a primary school head teacher or a political leader, the ability to convey ideas to those in the organisation who will have to put them into practice is essential. There are many ways of communicating with others, but in my opinion there is no substitute for face-to-face contact.

This brings me to my second quality: the ability to persuade. Assuming a leader can communicate effectively, he or she must be able to persuade others that he has good ideas. Leaders should not rely on personal charm or their authority; they should be capable of putting over ideas in a way which will convince others that they are right.

To conclude, I believe that successful leaders are those who can influence the people they lead by communicating ideas persuasively and on a personal level. In any kind of democratic organisation, a leader who is not able to do this will be replaced.

Note
The writer of this model has chosen these qualities:
- communicates effectively
- is persuasive.

and has used the second and third opinions.

4 Now write your answer to the same exam task in an appropriate style in **220–260** words but ...

- include quality 'inspires others'
- make use of the first opinion "People recognise leadership when they see it."

10 SPEAKING

Reaching a decision

1 In Speaking Part 3, which expressions would you use for each of 1–5 below?

a Another way of looking at it would be …
b So we're agreed, then.
c I think I'd go for …
d Yes, but don't you think …
e Let's leave it at that, shall we?
f OK, which shall we have?
g I'd be in favour of …
h That's the one we'll choose, then.
i Which do you think would be best?
j Let's just agree to disagree.

1 suggesting which to choose
2 asking your partner to choose
3 trying to change your partner's opinion
4 saying you both agree
5 saying you can't agree

Parts 3 & 4

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Quick steps to Speaking Part 3

- During the last minute, try to reach a decision with your partner through negotiation.
- If you can't agree, say so, e.g. *OK, I don't think we'll reach agreement on that point.*

2 Read the exam task instructions. What do you have to talk about first? What do you then have to decide?

Exam task

Here are some ways people can reduce the amount of stress in their daily lives and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how useful these methods might be in helping people reduce stress in their daily lives.

How useful might these methods be in helping people reduce stress in their daily lives?

- taking up a hobby
- doing regular exercise
- listening to relaxing music
- taking regular breaks from work or study
- turning off the mobile phone and computer

Now you have about a minute to decide which method would be the most effective in helping people reduce everyday stress.

Exam tip

When the test is over, say goodbye but don't ask the examiners to comment on your speaking. They're not allowed to.

3 2.15 Listen to Alina and Ivan practising the second section of Part 3. Answer these questions.

1 Which method are they discussing?
2 Do they agree in the end?

4 2.15 Listen to Alina and Ivan again. Which expressions from Exercise 1 do they use?

5 Work in groups of three. Look at the Quick steps to Speaking Part 3, then do both parts of the exam task twice. Take turns as 'examiner'. Try to reach a decision each time.

Quick steps to Speaking Part 4

- If your partner is talking a lot and you feel it is your turn, interrupt very politely.
- Add more points and keep talking until the examiner says 'thank you'.

6 Stay in your groups. Look at the Quick steps to Speaking Part 4 and do Part 4 three times.

- Ask the 'candidates' three questions, if necessary prompting with follow-up questions such as *Why?* or *Do you agree?*
- Stop them after five minutes and comment on how well they did the task.

List of questions for Speaking Part 4

1 Do you think life is more stressful today than it was 50 years ago?
2 What are some of the consequences of stress in people's lives?
3 Do you think the amount of noise in present-day urban living is a cause of stress?
4 How important is it for people to achieve a balance between work and leisure in their lives?
5 Some people say our concern with success in life leads to stress. What is your opinion?
6 Do you think people sleep too little or too much these days?
7 Can anxiety sometimes be a good thing, for instance before an exam or doing sports?
8 How important is it for people to have a long holiday every year?
9 Nowadays, money is the greatest cause of anxiety. To what extent do you agree?

WRITING GUIDE

This is a guide to how to approach the Writing in *Cambridge English: Advanced*. It suggests some ways to prepare for it, and what you should bear in mind during the exam. You should refer to the 'During the exam' checklist as you work through the questions and model answers in the guide.

Before the exam

- In Writing you must answer Part 1, where there is no choice, and you must choose one of the three questions in Part 2. The same number of marks are available for both parts, so you should spend 45 minutes on each of your two answers.
- Work out how many lines of the answer sheet you need for 240 words in your handwriting. Then in the exam you can count the lines, which is much quicker than counting the words. The word limit of 220–260 should be one or two lines more or less than you need for 240 words.
- Time your writing, so that you know roughly how long it takes you to write 240 words. Once you've planned your answer, writing it will probably take around 20 minutes: this means there is plenty of time for planning and improving.
- Practise writing answers to *Cambridge English: Advanced* questions, spending no more than 45 minutes on each, including time for planning, writing and improving.
- Make sure you have answered the question fully, and that everything you have written is relevant.
- Get used to writing without dictionaries and computer spelling checks, as you can't use them in the exam.
- Keep a record of useful vocabulary and grammatical structures that you come across, including linking expressions, words that you might misspell, formal and informal synonyms, words used in connection with particular topics, and so on.
- Read a wide range of material in English. This will help you improve your own writing.

During the exam

- Read all the questions before you start work on either task. You do not have to write the Part 1 task first.
- Plan the amount of time you're going to spend on each task, dividing it into time for planning, writing and improving. You should spend a total of about 45 minutes on each task.

Planning

- Underline key words in the questions that will remind you what you need to write about. Then make a plan, just writing a few words or phrases for each point, and checking that they are in a logical order.
- Keep referring back to the question, to make sure that everything in your plan is relevant, and that your answer includes everything you are asked to do.

Writing

- Write your answer, making sure it is clear to the intended reader, and written in a style that is suitably formal or informal for that person.
- Try to use a wide variety of vocabulary and grammatical structures. Where appropriate, try to use synonyms rather than using the same word twice.
- Write full, grammatically correct sentences with good linking expressions, using a wide range of language, and avoiding spelling or punctuation errors.
- You should aim to write in either British or American English and not a mixture, particularly with regard to spelling.
- Estimate the length of your text, without wasting time counting every word.
- Don't waste time trying to remember a particular word: it's usually quicker to work out an alternative way of expressing the idea, perhaps by using a clause or sentence to explain what you mean.

Improving

- Read the question again, then read your answer, trying to imagine that you are the intended reader. Check that everything is clear.
- You may find it helpful to write *both* your answers before improving them: that way, you will read your answer with fresh eyes, and are more likely to see ways of making it better.

- Draw a line through anything that you don't want the examiners to read, and use letters, numbers or symbols like (A), (1) or * to show where something new should be read. If necessary, write notes for the examiners, e.g. 'Please read the third paragraph before the second.'
- After improving the content of your answer, read it again to check for 'spoilers', particularly grammar, spelling or punctuation mistakes. These can cost you marks if they make it difficult to understand what you mean.

Remember

- There are some blank pages at the back of the answer sheet, which you can use for your plans. Draw a line through these when you have finished as they are not part of the answer you want the examiners to read.
- If you use the blank pages for part of your final answer, make sure the examiners can see what to read, for example, you could write 'continued at (A)' and put (A) in the appropriate place on the blank pages.
- The examiners need to be able to read what you have written, so write as clearly as possible. It is best not to write entirely in capital letters.
- Your answers will be marked on how well they are written, not on whether the examiners agree with you.

Part 1

What to expect in Part 1

- Part 1 tests your ability to write an essay, developing and supporting an argument on a given topic, in 220–260 words.
- You are given a set of notes on the topic, including three bullet points. You must select two of the bullet points, and base your essay on those two points only.
- You will be asked to explain which of the two points is more important in a particular way, and to give reasons for your opinion.
- You are also given three short opinions related to the bullet points. You can use these to help develop your essay, if you want to, but you should do so **in your own words**, as far as possible.
- You should spend a total of about 45 minutes on the task, including time to plan and improve it.
- You need to organise your essay into paragraphs, with an appropriate beginning and ending.
- You should develop your essay by giving reasons for the opinions you express.
- Your essay should have a positive effect on the reader, be well organised with one part leading clearly to the next, and have a layout that makes it easy to read – particularly by being divided into paragraphs.
- You must write in a neutral to formal style.

How to do Part 1

- Read all the instructions and notes carefully. Underline the key words. Think about all three bullet points, and decide which two of them you prefer to write about.
- Make brief notes for: an introduction, each of the bullet points, and your conclusion.
- Your introduction could explain why the topic is important, for example, and refer to how the two bullet points relate to the topic.
- For each of the two chosen bullet points, you might find it useful to divide your notes into 'for' and 'against'. Make notes on your opinion, and your reasons for holding that opinion. You might also make notes on why other people might disagree with you.
- Decide whether you want to refer to any of the opinions included in the task. If so, make a note under the appropriate heading.
- Your conclusion should answer the question about which bullet point is more important.

Practice task and model answer

1 Read the Part 1 task below and answer the questions.

1 What is the background situation?
2 What is the topic of the essay?
3 Who will read it?

You have attended a panel discussion on ways in which the needs of an ageing population can be met. You have made the notes below.

Ways in which the needs of an ageing population can be met

- more residential care homes
- more jobs available for elderly people
- more entertainment

Some opinions expressed in the discussion:

"I'd rather get help in my own home than move into a care home."

"Work gives people a way of organising their day."

"Too many forms of entertainment are intended for young people."

Write an essay for your tutor discussing **two** of the ways in your notes. You should explain **which way you think is more important giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

2 Read this model essay and answer the questions.

1 What style is the essay written in? Give three examples that show this.
2 How has the writer organised the essay?
3 In the writer's opinion, which way is more important?

Introduction, giving the background – why the population is ageing – and introducing areas where the elderly might have specific needs

As medicine develops, life expectancy rises, increasing the proportion of the population over the age of 65. This presents numerous challenges for society as a whole, in areas ranging from healthcare to transport, and no country has fully come to grips with the issues involved.

Many more people survive strokes, heart attacks and other diseases than in the past, but they may suffer from impaired health and require assistance in some form. One solution is residential care homes, with trained support available round the clock. A major drawback, however, is the shortage of affordable places. Despite the high cost, governments should provide more homes, and, if necessary, subsidise the residents. Without this intervention, moving to a home would be out of reach of many people, who risk ending up without the support they need.

Reason

Good linking expression *(In connection)* indicating new topic

In connection with the question of work, for many elderly people retirement brings empty days to fill, without the income required to pass the time enjoyably. Having a job can provide a structure that might once have seemed very demanding, but is now missed. Some people would rather work, perhaps from home, and perhaps part-time. Such activity could be organised at a local or even national level, with employers offering tasks that are suitable for retired people.

Good words as an alternative way of expressing second opinion

Conclusion and writer's opinion, with reason

Much could be done to meet the needs of an ageing population, and it is hard to prioritise just one area. Nevertheless, I believe that having an adequate number of places in residential care homes to meet demand is probably the most important, as health is a fundamental need.

Linking word *(nevertheless)*

Part 2

What to expect in Part 2

- Part 2 tests your ability to write one of the following texts in 220–260 words: **a formal or informal letter, a report, a proposal, a review**.
- You choose one task from three possible questions.
- Questions are based on a variety of topics, such as work, social issues, the environment, health, education and travel.
- For all Part 2 tasks you are given a context, a purpose for writing and an intended reader. The task may include a short text, such as a letter, notice or advertisement, plus instructions.
- Remember you have about 45 minutes to complete the task, including time to plan and improve it.
- To complete the task in full, you must deal with every element of the question.
- Remember that your aim, as in Part 1, is to communicate effectively with the person or organisation specified in the question. You need to make sure they can follow your line of argument and that you have written it in the correct tone.
- Your answer needs to be well organised, with one part leading clearly to the next, and to have a layout that makes it easy to read.
- Aim to demonstrate that you have a wide knowledge of English grammar and vocabulary, and to make sure your grammar, spelling and punctuation are correct – mistakes in any of these areas can cause communication difficulties.
- You need to organise your text into paragraphs, with an appropriate beginning and ending.
- You should develop your text, particularly by giving reasons for your opinions.

How to do Part 2

- Look quickly through questions 2–4 and decide which of them you think you can do best. If you don't fully understand a question (for example, if you don't understand to *sponsor* in the report question below), it's best not to answer that one.
- Study the task and highlight the points you must deal with. Think about the intended reader and therefore how formally you need to write.
- Make some notes on what to include. Then reread the question and your notes, and cross out any that aren't relevant to the question.
- Plan the structure of your answer, using a heading for each paragraph, including an introduction, your main topics, and a conclusion. Put your best ideas under paragraph headings. For a report or proposal you should use headings in your text, but not for letters or reviews.
- Add a few important words and phrases to your plan, but don't waste time writing complete sentences.
- Then reread the question, and write your answer, using your plan. If you move away from the plan, make absolutely sure that you are still answering the question.
- Remember to demonstrate your command of a wide range of English.

Letter

What to expect in a Part 2 letter

- You may need to write to, for example, the editor of a newspaper or magazine, the director of a company, the principal of a college or an English-speaking friend.
- Make sure you write in an appropriate style. To a friend you should write informally; to the other people mentioned above, write in a more formal style.
- A letter question may ask you to comment on something that has happened, give advice, express your feelings about something, describe your own or your company's needs, persuade, request, answer questions, etc.

How to do a Part 2 letter

- Plan your letter in paragraphs, and include an appropriate beginning and ending.
- Do not include any addresses.
- Make sure you deal with all the points that are specified.
- Begin your letter with the reader's name if you know it, e.g. *Dear Susie* to a friend or *Dear Ms Gerrard* to somebody you don't know personally. In the latter case, end your letter *Yours sincerely*. *Ms* is used when writing to a woman if you don't know whether or not she is married.
- If you don't know the reader's name, begin your letter *Dear Sir or Madam* when writing to an organisation and you don't know who the specific reader is going to be. In these cases, end with *Yours faithfully*.
- You shouldn't start a letter *Dear friend* or use job titles, such as *Dear Manager*.
- Make sure you use a range of expressions.
- Make sure the purpose of your letter is clear.

Practice task and model answer

1 Read the Part 2 task below and answer the questions.

1 Who must you write to?
2 What will be the main topic of your reply?
3 What requirements are there in the task?

You have received a letter from an English friend.

> I'm doing a project at college about how people's lives have changed over the last few decades in different countries. Can you tell me about the situation in your country? I'd like to hear about improvements and also about anything that's worse now.

Write your **letter** in reply. You do not need to include postal addresses.

2 Read the sample letter written by Mischa and answer the questions.

1 How appropriate is the style that Mischa has written in? Give three examples as evidence of this.
2 Is the organisation of his letter correct?
3 Which paragraphs deal with the various requirements of the task?

Dear Marian
Great to hear from you. I hope you're well and enjoying your college course.

Your project sounds very interesting. I've just had a chat with my grandparents, to find out how their way of life has changed during their lifetime, and a few things came up that you might like to hear about.

They said their standard of living is much higher now than it used to be, mainly because they have far more money to spend – even though they're pensioners. When they were much younger, and my grandfather went out to work, it was a struggle to cope on the money he earned, especially as they had several children to bring up.

Now they can spend much more on leisure activities and holidays, so whereas they couldn't afford to go abroad on holiday until they were in their 50s, nowadays they go skiing in Switzerland or Italy every winter, and in the summer they like to go on a river cruise in another country, too.

The biggest change, they say, is in the amount of freedom that they have. As kids, they were under pressure from their families and everyone they knew had to do certain things and behave in certain ways, but now there's much greater tolerance of different ways of living.

On the other hand, they feel that people don't stick together the way they used to – instead of everyone helping each other, people tend to be more self-centred.

Well, I hope you can use this in your project, Marian.

All the best
Mischa

Letters begin with social remarks before introducing any major topic.

Introduces the main topic in a positive way.

The writer is surprised that, as pensioners, his grandparents have more money to spend.

Linking word (*whereas*) to introduce a contrast

Informal vocabulary

Good linking expression in new paragraph, to show change from improvement to something that is worse now

Short paragraphs common in informal letters

Report

What to expect in a Part 2 report

- A report task normally requires you to provide information – factual or invented – about a situation in the present or past. You may also be asked to suggest a future course of action.
- The instructions make the situation clear, and also who you are writing to: this could be, for example, a college tutor, a manager at work, or members of a club.

How to do a Part 2 report

- As with any question that you choose in Part 2, make sure you can quickly think of some relevant ideas to write about, possibly including any experience you or someone you know may have had.
- Make sure you write in an appropriate style: for a report this is usually neutral or formal.
- Plan your report in a logical order, using headings. The headings will depend on the precise situation, but the first might be *Background* or *Introduction* and the last might be *Recommendation*.

Practice task and model answer

1 Read the Part 2 task below and answer the questions.

1 What is the report about?
2 Who is the intended reader of your report?
3 What three things must you write about?

Six months ago, your company started to sponsor a local sports club and your manager has asked you to write a progress report.

Your report should explain why your company chose to sponsor that sports club, describe the form that the sponsorship takes, and suggest with reasons why it should or should not continue.

Write your **report.**

2 Read this model report and answer the questions.

1 How formal is the report? Give three examples of this style.
2 Which heading matches each part of the instructions?
3 What recommendation is made?

Report on sponsorship of youth football team

Title

Introduction

The purpose of this report is to assess the company's sponsorship of the local youth football team.

Gives the purpose of the report, in different words from the instructions.

Reasons for sponsorship

Section headings

The company received negative publicity when a chemical leakage from the factory polluted the river. It was therefore decided that efforts should be made to improve the company's image locally. The town's youth football team was chosen as it was struggling financially. It was felt that helping the club would provide very positive publicity for the company.

Explains why the company decided to start sponsorship, and why it chose the football team.

Details of sponsorship

The company offered to meet the football club's expenses in full, initially for two years. Sponsorship covers the cost of hiring the council-owned football pitch that the club uses. Previously the club could only afford to hire the pitch for three hours once a week; the company has doubled this to two three-hour sessions each week.

Gives details of the form the sponsorship takes.

Shows how the club benefits from being sponsored.

The company has also agreed to pay for a new football kit for club members, which should be available before the start of the next football season.

Recommendation

Some letters in local newspapers suggest that the company's motives for sponsoring the team were suspect. However, this is outweighed by a considerable amount of positive publicity, as the youth football club is very popular in the town and its financial struggles were a cause of concern. For this reason, and because the sponsorship has raised the company's profile and greatly improved its image locally, I strongly recommend that we continue.

Considers both negative and positive effects.

Reports usually (but not always) include a recommendation about future action.

Proposal

What to expect in a Part 2 proposal

- The proposal task tests your ability to write persuasively. It focuses on a future action, requiring you to make one or more recommendations and to give reasons for making them.
- The instructions include a description of a situation.
- You may be asked to write for a manager, a tutor, or a group of people such as members of the same club.
- The main difference between a report and a proposal is that a report focuses on the present or past, possibly ending with a recommendation for the future, while a proposal focuses on future action, probably with information about the present or past that makes the recommended action necessary.

How to do a Part 2 proposal

- Before choosing a proposal question, be sure you can think of enough information about the topic to write a proposal. What you propose should seem reasonable, but remember your proposal is marked on the quality of your English, not on the quality of your ideas.
- Decide what style to use, depending on who the intended reader is. A proposal is usually written in a neutral or formal style.
- Note any knowledge or personal experience you can mention, and include this in your plan.
- Plan your proposal in a logical order, using headings. The headings will depend on the precise situation, but the first might be *Background* or *Introduction* and you might also need *Present situation* and *Recommendations*.

Practice task and model answer

1 Read the Part 2 task and answer the questions.

1 What is the topic of the proposal?
2 Who will read your proposal?
3 What two things do you have to do?

You are studying at a university in the UK and see this notice on the website of the town council.

> The town council is concerned that there are very few opportunities for foreign university students in the town to meet local residents. It has allocated a sum of money to be spent on improving contact.
>
> The council invites anyone interested to send a proposal outlining problems with the present situation and suggesting how it could be improved. The council will consider all proposals before making a decision.

Write your **proposal.**

2 Read this model proposal and answer the questions.

1 What style is the proposal written in? Give three examples that show this.
2 Which headings correspond to which parts of the instructions?
3 What recommendation is made?

Improving contact between local residents and foreign students

Background

Since the foundation of the university five years ago, the number of foreign students has been growing year on year. There are now in the region of 500. Many live on campus, but a large number live in the town, mostly in rented accommodation which they tend to share with other foreign students.

Some factual information that is relevant to the task.

Present situation

Within the university, students from all countries seem to be fully integrated. In the town, however, there is little social contact between foreign students and local residents.

Use of linking word

Recommendation

My proposal is to run a course of cookery lessons, one evening a week throughout the academic year, with students from various countries, as well as local people, giving instruction in how to prepare dishes from their country or region.

Presents the main points before going on to the justification and details.

Food is a shared interest of most people, and there is evidence that such classes create a friendly, sociable atmosphere. I suggest that each week, a group of people from a particular country are responsible for teaching and for helping the participants. This would increase the opportunities for interaction, compared with having only one trainer. The course should be held in a suitable venue that is accessible for both local people and students living on campus, such as the domestic science room in the secondary school.

A justification for the proposal – not just the writer's opinion.

Explains how the proposal clould be implemented.

Support for proposal

I have discussed my proposal with a number of foreign students, and most of them are very enthusiastic about it as a way of broadening knowledge of their own culture, and of meeting local people.

Shows backing for the writer's proposal – this makes it more convincing than if it is just one person's opinion.

Review

What to expect in a Part 2 review

- In a review you are normally asked to describe something you have experienced, e.g. a film, a visit to a tourist attraction or restaurant, a book, etc., and to give your opinion of it. You are asked to consider specific aspects of what you are reviewing.
- You might also be asked whether you would recommend it to other people.
- The question specifies where the review is to be published, for example, an English-language newspaper, magazine or website.
- The target reader is made clear, so you should write in an appropriate style and include appropriate information.

How to do a Part 2 review

- Make sure you read a wide range of reviews online, in newspapers and in magazines before the exam.
- Make notes of ways to express reservations, and how to move from positive to negative comments, or vice versa.
- Before starting to write a review, decide whether the overall impression you want to give is positive, negative or mixed. Keep this in mind, and make sure it is clear to the reader.
- Think about your experience, or simply use your imagination: you can invent the film, book, etc. that you write about.
- Think about your readers and what they will be interested in being told.
- Make sure the level of formality is appropriate for the people who will read your review.
- Make notes, and put them in a logical order using headings for your own use: reviews do not normally include headings.

Practice task and model answer

1 Read the Part 2 task and answer the questions.

1 What is being reviewed?
2 Where will the review be published and who are the intended readers?
3 What two things do you have to do as part of your review?

You see the announcement below in a local magazine called *Eating out*.

> Improving the eating out experience
>
> We have numerous restaurants in this area, so it can be hard for people to decide where to eat. That's why we want to publish reviews of restaurants. We're particularly interested in why you had certain expectations of a restaurant, and whether your experience in the restaurant was better – or worse – than you had expected.
>
> Send us your review of a restaurant where you've eaten, explain what your expectations were, and give your reasons for your opinions.

2 Read this model review. In which paragraph(s) can you find the following?

1 a summary of the writer's intentions regarding returning to the restaurant
2 a description of the writer's expectations of the evening
3 an explanation of why the writer had certain expectations

Review of 'Lanterns'

'Lanterns' is the most expensive restaurant in this area and its advertising stresses its upmarket characteristics, with photos of well-dressed guests, candles and linen napkins on the tables, for instance. You can hardly blame me for expecting everything to be first class: the venue itself, the food and of course the service.

I took my parents to 'Lanterns' to celebrate their golden wedding anniversary, intending it to be not just a meal, but a special occasion that we would all look back on with pleasure for years to come.

Unfortunately, our evening was nothing of the sort. Admittedly the atmosphere of the restaurant seemed very welcoming when we arrived, as was the waiter who greeted us, but we stood waiting for several minutes before being shown to our table. And 'waiting' was the keynote of the evening: a long pause before we were given menus, and a long enough wait for each course to make us think somebody had been sent out to buy the ingredients.

The food itself was pleasant enough, but bland. I know not everyone wants salt in their food, but some pepper, herbs or spices wouldn't have gone amiss.

As I paid the extremely large bill, the waiter asked if we'd enjoyed the evening. I said the service had been slow, expecting an apology. Instead he tried to justify it, saying that most guests are not in a rush. Well, neither were we, but we still felt we'd been forced to stay considerably longer than we wanted to. 'Lanterns' certainly won't be seeing me again.

Introduces the restaurant, giving readers who don't know it a clear idea of what it is like.

Addresses the reader directly, to make them feel involved.

The first person 'I' emphasises the personal nature of the review. Makes it less formal.

Informal phrase

Linking expression (*Admittedly*) to indicate that what follows contrasts with what is said in the previous sentence.

Informal word suitable for the personal tone of the review.

SPEAKING GUIDE

This guide will help you prepare for the Speaking test in the *Cambridge English: Advanced* examination.

About the Speaking test

- The test lasts for 15 minutes for two candidates and 23 minutes for three.
- There are always two examiners. One talks to you and assesses your English; the other assesses your English without talking to you.
- You need to be able to answer questions, talk without interruption for a minute, and play an active role in discussion. You also need to be able to develop an argument systematically, explain why you agree or disagree with someone else's opinions, express shades of opinion and certainty, speculate, and so on.
- Your English is assessed on your performance throughout the test, on the following basis:
  - the range of grammatical forms you use
  - the range of appropriate vocabulary you use
  - your ability to produce extended stretches of language with ease and with very little hesitation, while providing contributions that are relevant, coherent and varied, and using a wide range of linking words and phrases
  - your pronunciation
  - your interaction with the examiner and other candidate(s) and how you negotiate towards an outcome.

Before the Speaking test

- Familiarise yourself with all parts of the Speaking test, and think how you can best demonstrate your command of English.
- Listen to programmes in English on the television, radio or Internet. In talks, pay attention to how the speaker leads the listener through their argument, for example by using linking words and phrases. In discussions, notice how people interact with each other, how they express their opinion, concede a point, try to persuade, and so on.
- Keep a vocabulary book, where you write new words and phrases with explanations (in English) of the meaning, and examples showing how they are used in sentences.
- Also make lists of functional phrases and sentences, that is, what you can say to disagree politely, interrupt politely, explain again when the listener hasn't understood, paraphrase when you can't think of a particular word, and so on.

Part 1

What to expect in Part 1

- It is about two minutes long.
- The questions you are asked are intended to help you relax.
- They focus on you and aspects of your life, such as your work or studies, where you live, how you spend your free time, etc.

How to prepare for Part 1

- Don't learn complete sentences – be spontaneous!
- You might find it useful to make a list of questions about yourself, your work or studies, hopes and plans, or hobbies.
- Consider what you could say about various aspects of where you live.
- If you're in an English-speaking country, look for situations where you need to speak English, for example, join a club.
- Role-play situations with other students.

How to do Part 1

- Aim to answer each question in a couple of sentences – not with just a word or phrase. Think of the question as a starting point; for example, if you are asked where you live, you could name the place, say whether it is a city, town or village, then briefly describe it, and go on to say how you feel about living there.
- Make sure the other candidate and both the examiners can hear you. This is particularly important to remember if you normally speak quietly, or are nervous.
- Try to look and sound confident! Look at the examiner when he or she is speaking to you. Taking deep breaths may help you to relax.

Useful language for Part 1

Asking for repetition

Sorry. Would you mind repeating that, please?
I'm afraid I didn't quite get that.
Could I ask you to say that again, please?

Giving reasons and explanations

The reason I like it is ...
It may not be obvious, but the reason is ...
Let me just explain why.

Giving examples

One of the main attractions of the town is ...
The best example is probably ...

Developing a point

Let me expand on that.

Talking about possibilities

I haven't made up my mind yet, but I might ...
I'm thinking of ... , but I haven't decided yet.
One possibility that I'm considering is ...

Part 2

What to expect in Part 2

- It is about four minutes long.
- The examiner gives you three colour photos, and will ask you to choose *two* of them to compare, and then answer two questions.
- You can also read the questions which are printed on the same page.
- You need to speak in a coherent, organised way, using the two photos as a starting point for demonstrating your knowledge of grammar and vocabulary.
- To answer the questions, you will need to speculate, for example about how the people in the photographs feel, or the effects of their actions.
- You have one minute for this 'long turn'. Nobody will interrupt you while you are speaking.
- When you have finished, the examiner will ask the other candidate a question about your photos.
- Listen to the other candidate while they are speaking, as the examiner will then ask you a question about their photos. You have up to 30 seconds for your answer.

How to prepare for Part 2

- Look for images on the Internet by entering a word or phrase, such as 'happiness' or 'people enjoying music'. Then spend some time talking about them with a partner. Think about how to organise what you're going to say, for example: what the images have in common; what's different; why the people are in those situations; how they probably feel; what might happen next.
- Don't just describe the images, but speculate about feelings, what might have just happened, and so on. You should also compare the images.
- If possible, do this with a friend, so that you get ideas from each other about what you might say.
- Record and listen to yourself, to identify ways in which you can improve. So, for example, if you hesitate quite a lot, you should practise speaking some more, or if you mostly use simple sentences, try to use more complex structures.
- Ask people to listen to you speaking for a minute or two about two images, and ask them to comment and suggest ways of improving.
- Get used to how much you can say in a minute, by timing yourself while you are talking. If you find that you run out of things to say before a minute is up, stop and think about what else you could find to say about the images, then try again. If you speak for less than a minute in the test, you aren't giving yourself enough time to show how much English you know.
- Spend some time thinking about what you could say about two particular images, and try writing a talk about them. You should aim at about 150 words for a one-minute talk.

How to do Part 2

- Listen carefully to the two questions and read them in the booklet you are given showing the photos.
- Quickly decide which two photos you could find most to talk about, and make sure you only talk about those two.
- Start by saying which two pictures you intend to talk about.
- Make sure you answer the questions.
- Don't give a detailed description of the photos: your aim is to compare and contrast them, and to answer the questions in some depth.
- If you can't think of a particular word you need, you can refer to it in a different way. See *Useful language for Part 2.*
- Don't worry about making mistakes: you don't need to speak perfect English in order to do well. If you realise you've made a mistake, you can quickly correct yourself .
- When you answer the questions, don't simply give your opinion: it needs to be supported by reasons and examples.

Useful language for Part 2

Saying which pictures you're talking about

I'm going to compare the picture on the left with the one in the centre.
I've chosen the photograph that shows ... and the one with ...

Describing similarities

In certain respects the pictures are quite similar because ...
What the two photos share is ...
They're quite alike in that ...
A common feature of both photos is ...

Describing differences

What makes the two photos different is ...
The biggest difference between them is ...
What distinguishes the two pictures is ...
While / Whereas the people in one photo seem to be ... , in the other one people are ...

Speculating

They might be ...
It's just possible that they're ...
I wouldn't be surprised if ...
There's just a chance that they're ...

Giving your opinion

In my opinion, ...
I'd say that ...
It seems to me ...
My own feeling is that ...
My own view is that ...
If you ask me, ...

Putting forward an opinion you don't agree with

Some people might think that ... , but to me ...
It's sometimes said that ... , but ...
Admittedly it might be argued that ... . However, ...

If you can't think of a particular word

I can't remember what it's called, but it's used when ...
The word has just gone out of my head. It means something like ...

Part 3

What to expect in Part 3

- It is about four minutes long.
- It is a discussion between you and the other candidate. The examiner will give you a task, and will then stay out of the discussion.
- There is no right or wrong answer, and you won't be penalised if you don't reach a decision.
- You need to be able to play an active role in an in-depth discussion, which includes developing an argument systematically, explaining why you agree or disagree with someone else's opinions, expressing shades of opinion and certainty, and so on.
- The examiner asks you and your partner to discuss some written stimuli, consisting of a question in a box, with brief descriptions of around five situations.
- You have 15 seconds to read the question and situations, then the examiner will ask you the question that is in the box. You have two minutes for your discussion.
- After two minutes, the examiner will ask you a different question about the stimuli, and you have a minute to discuss that question and make a decision.

How to prepare for Part 3

- Think of various situations that involve making a decision, for example, reasons for going to university in another country. Write down as many relevant factors as you can think of. This will help you to think quickly of points to make in the test.
- Record your discussion and listen to it, thinking about how you can improve the way you take part. Notice, for example, whether you dominate the conversation or take a passive role. In both cases you should aim to play a more equal part in the discussion.
- Make sure you carry out a range of functions, for example, asking for the other person's opinion, commenting on it, expressing an opinion persuasively, expressing degrees of certainty, etc.
- Make sure your discussion lasts for two minutes, so that you get used to speaking for the full time.

How to do Part 3

- Listen carefully to the instructions and use the 15 seconds to read and think about the written stimuli.
- When the examiner asks you the question, after 15 seconds, start straightaway. See *Useful language* below.
- Talk briefly about each situation, giving reasons for your opinions and for your responses to your partner's comments.
- Don't always agree with your partner. If you disagree, say so politely. If you agree, say so, but you could also mention what some other people might think. See *Useful language* below.
- If you have personal experience of the situations, you could mention that. If not, speculate about the situations. See *Useful language* in Part 2.
- Aim to talk about all the situations in the time available. From time to time, suggest moving on to the next situation. See *Useful language* below.
- After two minutes, the examiner will ask you a question requiring a decision. You won't be penalised if you don't have time to reach a decision.
- If the other candidate doesn't say much, encourage them by asking them what they think, or asking their reasons for holding their opinions. See *Useful language* below.
- If you feel the other candidate isn't giving you a chance to speak, you should interrupt them politely. See *Useful language* below.

Useful language for Part 3

Getting started
Shall we start with this one?
Let's make a start.
Would you like to kick off, or shall I?
That's quite an interesting question. What's your opinion?

Agreeing
That's just what I was thinking.
That's a very good point.
Absolutely.
You've got a point there.
That's exactly what I would have said.

Agreeing, but mentioning other people's opinions
I totally agree, but some people might say ...
I'm with you on that, but it's sometimes claimed that ...

Disagreeing and giving reasons
I'm not sure I agree. For one thing, ... And for another, ...
I don't really see it quite that way. After all, ...

Asking the other person to comment on your opinion
Would you go along with that?
Would you agree with that?
How do you feel about that?
What do you reckon?

Asking for reasons
Why do you say that?
Is there any particular reason why you think that?
Is that because ... ?

Asking for clarification
I'm not sure I follow you.
What exactly do you mean?
Could you explain in a little more detail, please?

Clarifying
Sorry if I didn't explain it very well. What I meant was ...
Let me put it another way.
That wasn't quite what I had in mind. I meant something like ...

Interrupting politely
Could I just come in here?
Let me just add to what you're saying.
Sorry, but could I just say ...

Managing the conversation
Shall we move on?
Let's go on to the next one.
What about this situation?

Reaching a decision
Which one do you think is the most important?
Do you think we've settled the question?
We've got very different opinions, so let's agree to differ.

Part 4

What to expect in Part 4

- It is about five minutes long.
- The examiner asks you spoken questions, and you discuss them with the other candidate.
- The questions are related to the topic in Part 3.
- You will need to express and justify opinions, agree or disagree, and speculate.
- The examiner may ask you to respond to an opinion the other candidate has expressed, so listen carefully to what they say.

How to prepare for Part 4

- With one or two other students, find topics for discussion, such as stories in the news, or events in your own or other people's lives.
- Brainstorm words and phrases that might be useful in relation to each topic. If you keep a vocabulary book, make lists, using the topics as headings. Remember to include examples of sentences containing the words and phrases.
- Ask each other *WH*-questions (*Who? Where? When? How? Why?*), as these lead to more detailed answers than yes/no questions.
- See also suggestions for preparing for Part 3.

How to do Part 4

- Listen carefully to the questions (you won't be able to read them).
- You should answer the questions in more depth and at greater length than in Part 1.
- If you don't have an opinion already, explore possibilities and speculate. See *Useful language* below. Don't just say *I don't know.*
- Respond to what the other candidate says. While they are speaking, you could agree briefly by saying *Exactly* or *That's true.* Respond at greater length when they finish speaking.
- Remember that the assessment is based on the quality of your English – not on your opinions or whether or not the examiner agrees with you.

Useful language for Part 4

What to say if you're not sure of the question

If I've understood the question correctly, ...
I may have got this completely wrong, but I think ...

What to say if you haven't formed an opinion

It isn't something I know much about, but ...
I've never really thought about it before, but ...

Exploring possibilities and speculating

I'm not sure, but perhaps ...
It's conceivable that ...
It strikes me that this might ...

Trying to change someone's opinion

But what about ...?
Maybe, but isn't it true that ...?
Though wouldn't you agree that ...?
Isn't it possible that ...?

Adding points

There's also the fact that ...
In addition, ...
We also shouldn't forget the fact / possibility that ...